

HISTORY AND CIVICS



FIFTH YEAR - SECOND HALF
GILES J. SWAN



Class E 178

Book .S 95

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HISTORY AND CIVICS

GRADE 5B

FIFTH YEAR — SECOND HALF

BY

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PRINCIPAL OF PUBLIC SCHOOL 144

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PREFACE

THIS book like its 5A companion aims to cover one term's work in history and civics. It combines also the same advantages, viz. : —

(a) Economy of time and definiteness. Economy of time is secured by the arrangement in lessons, with due regard for the amount of time at the teacher's disposal, and the ability of the average pupil. Definiteness is obtained by the side notes, which help the pupil to get the thought, and by the summaries and questions at the end of each lesson which call the pupil's attention to what is essential in the lesson learned.

(b) Substitute teachers taking the place of absent teachers may continue the teaching of history from the point where the regular teacher left off. They may make definite progress and hand the class back to the teacher up to grade in this subject.

(c) Maps and illustrations have been inserted profusely, for history cannot be studied properly without a clear knowledge of the place setting of events. The teacher should supplement these maps as far as possible by the use of wall maps and by appropriate pictures culled from newspapers and magazines. Pupils will be glad to help in this, and it is a good way to stimulate their interest in the subject.

The nature of the subject matter in this grade makes it impossible to use the biographical method entirely, yet it has been used whenever possible. This is as it should be; for to weave the narratives of men's lives into a history gives it living interest. It is a method that points out the virtues of good men for emulation, and teaches that the ways of the wicked and worthless often lead to failure and destruction.

The author believes that the style is simple and direct and not difficult for pupils of this grade, nor too simple for pupils of higher grades. These histories are elementary and yet are not merely outlines. They are full of interesting details and may be used profitably even in higher grades, for they omit no essential parts of the periods covered.

Topics for composition work are given throughout the book; for the close correlation between History and English is a pedagogical necessity and a great help in the teaching of both subjects.

The many stirring events of this grade lend themselves readily to dramatization. Several typical suggestions for class presentation have been given. The teacher should make use as far as possible of this method of instruction in order to bring the events vividly before the pupils' minds and make the knowledge of the past real and definite.

In the lessons on Civics, care has been taken to inculcate ideals of good citizenship, for "Good laws, good administration, and the perpetuity of the government itself depend upon the manner in which the pupils discharge their public duties."

Thanks are due to various city officials for information furnished by them concerning the working of their departments. Acknowledgment is also due to Associate Superintendent William L. Ettinger and District Superintendent Benjamin Veit for the valuable suggestions and kind encouragement they have given. The author wishes to acknowledge his indebtedness to his wife for her assistance in the preparation of the manuscript.

TO THE TEACHER

IN the time schedule for this grade, from ninety to one hundred fifty minutes a week are allowed for the study of History and Civics. The author believes that one hundred twenty minutes of this time is not too much to devote to these subjects. Ninety minutes, divided into three thirty minute periods, should be allowed for the lessons proper, while the remaining thirty minutes should be allotted to the preparation of the lessons — ten minutes' preparation for each lesson. At such times, the teacher should have the lesson read and any difficult words or expressions may be explained in advance, so that the history or civics lesson itself may deal only with the thought involved. In a term of eighteen full weeks, fifty-four lesson periods will be available, permitting the Civics to be covered in fifteen lesson periods and the History in thirty-nine.

Teachers should aim to give careful consideration to the summary and questions following each history lesson. These summaries and questions are not given for home work. They are meant to enable the pupil to get the pith of the lesson, while the memory of its reading and discussion is still fresh in his mind. Ten or fifteen minutes of the thirty minute period may profitably be devoted to the summaries and questions.

It is advisable to begin the Civics after the completion of the chapter on the French explorations, making the third lesson of each week a Civics lesson.

For the convenience of teachers, the course of study of History and Civics, 5B, is given in the following pages.

COURSE OF STUDY FOR HISTORY AND CIVICS, GRADE 5B

Problems of city life outside the home. Duties of young citizens.
American history, through the Revolutionary War, with important related
European history.

SYLLABUS

Note.—The topics here given constitute a minimum syllabus for this grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

HISTORY. Troubles between the English and the French: The French in the valley of the Mississippi; Marquette and Joliet; La Salle; Champlain: the story of the Five Nations.

The French and Indian War: Important events connected chiefly with Franklin, Washington, Braddock, Montcalm, and Wolfe; the effects of the war, especially territorial changes and the settlement of the Valley of the Ohio. Daniel Boone.

The American Revolution: General causes; preliminary incidents; Sons of Liberty and Golden Hill¹; Boston Tea Party; the Declaration of Independence; statesmen of the time such as Patrick Henry, Samuel Adams, George Washington, Thomas Jefferson; chief events — Lexington, Concord, and Bunker Hill; Long Island¹; the capture of Nathan Hale,¹ Harlem Heights,¹ White Plains,¹ and Fort Washington¹; Saratoga and the French alliance; Philadelphia and Valley Forge; Arnold and André¹; Paul Jones and fighting on the sea; Yorktown; results.

The following dates, and the event associated with each of them, should be memorized; it will be noticed that some of these dates are taken up in review:

1492, Columbus	1609, Hudson River
1588, Drake and Spanish Armada	1620, Pilgrims
1607, Jamestown	1623, Settlement of New Amsterdam
1664, English Conquest of New Amsterdam	

NEW DATES

1759, Fall of Quebec	1776, Declaration of Independence
1776, Battles of Long Island and Trenton	
1777, Surrender of Burgoyne	1783, Treaty of Paris

¹ These topics are prominent features of our local history.

Historic Landmarks and Monuments in the City of New York. To be identified and connected with the historic facts, such as the Battery; Fraunce's Tavern; statues of Revolutionary heroes, such as Washington, Hamilton, Nathan Hale; tablets on Harlem Heights and at McGowan's Pass; Jumel Mansion; monuments to the Prison Ship Martyrs, and to the Marylanders; and tablets connected with the Battle of Long Island.

Current Events: Any important occurrence that is closely related to the topics of the grade, and any other occurrence that may become historical in significance.

CIVICS. *Fire:* Engine house; the firemen; their duties; stories of heroism; the apparatus; the fire department. How citizens can help the department; by fire prevention, precaution, obeying the rules of the city and of the school. Expense, how met? Caution about use of matches, kerosene, benzine, naphtha, gasoline, and alcohol; nearest fire alarm box.

Streets: Policemen to protect citizens and property, to direct strangers; to control traffic, to keep order, to prevent crime, to carry out the law; policeman's beat. Stories of heroism; a friend, not an enemy. Who pays for police protection?

Reciprocal duties of citizens, to obey laws, to help in the carrying out of the laws; to assist policeman in the performance of his duty.

Street Cleaning: White uniforms, sweeping, hose flushing; removal of snow, rubbish, ashes, garbage. Why? Rules for collecting. Why? What is done with waste? Importance of the work and the worker.

How citizens can help; by being clean and keeping things clean; by refraining from throwing anything on the street from a window or from any other place; by using rubbish boxes; by having proper receptacles for ashes and garbage, so that none can drop on the street; by preventing the accumulation of rubbish in furnaces and cellars.

Disease: School examination of all children; vaccination; child labor law; employment certificate; health inspection of the homes and of all public buildings; quarantine; inspection of food.

Enjoyment: Parks and playgrounds; school yards and gymnasium; public baths.

What Citizens can Do: Use and enjoy parks, recreation centers, playgrounds, gymnasiums, schoolhouses, public baths, protect public property by discouraging marking of fences, benches, sidewalks or pavements, and mutilation of buildings, shrubs, or furniture. Report violations to teacher.

SUGGESTIONS TO TEACHERS

Juvenile leagues are to be encouraged in the care of the streets and the neighborhood. Well-organized leagues have done very effective work, and such leagues offset much of the destruction of the street gangs that appear in different parts of the city.

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PART I. HISTORY

CHAPTER I

FRENCH EXPLORATIONS

LESSON I

The First Settlers.—The story of the thirteen English colonies in America begins with the settlement along the Atlantic coast of the English, Dutch, and other Europeans. These settlements were made between 1607 and 1733, a period that also nearly covers the growth of French exploration and settlement in parts of Canada and the Mississippi Valley.

Beginning of the French Claims.—Giovanni da Verrazano, an Italian navigator sailing under the French flag, visited our coast in 1524 and entered New York harbor. His voyage gave France a claim to America, where many Frenchmen afterwards sought to build up a great colonial empire, a wide and powerful New France.

Jacques Cartier was the first man to follow up this claim. He sailed up the St. Lawrence River in 1535 and founded the town of Montreal. Later,

other Frenchmen came to settle in Canada, one of the most important of whom was Samuel de Champlain. About seventy years after Cartier's voyage, Champlain visited the coast of America, and in



Cartier's Ship

1608 founded Quebec, also on the St. Lawrence River. He then went further, and the next year explored the lake that now bears his name, and which divides northern New York from Vermont.

Relations of the Indians with the French and English. — The first red men seen by early colonists in America were the Algonquins. These Indians roamed over a vast territory ranging

from Kentucky on the south to Hudson Bay on the north, and from the Atlantic coast on the east to the Mississippi River on the west. In all this territory there lived less than ninety thousand Algonquins. In those districts where the Indians dwelt, their villages were few and widely separated. More Indians were found near the sea because

The Algon-
quins

they could travel easily on it in their canoes, and also obtain food from it. Farther back in the Allegheny mountain region, and still farther west, there were large tracts of country where no human beings lived.

Within the Algonquin country was the home of the Iroquois, another family of Indians. They called themselves the men of the Long House, on account of the shape of their houses, which were long and narrow, twenty or thirty families living in one hut. There were five tribes of the Iroquois; the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas. These "Five Nations," as the colonists called them, lived in villages south and east of Lake Erie and Lake Ontario, chiefly in what is now New York and Pennsylvania. Later, they took in the Tuscaroras and became the "Six Nations." The Iroquois were the fiercest and most crafty of the tribes that the white men found here. They controlled the Hudson River and the waters that led from the Great Lakes to the Hudson. They were only about seventeen thousand in number, but were so powerful that the Dutch, and later the English, were glad to trade with them and have them for friends.

The Iroquois

Had Champlain made friends instead of enemies of the Iroquois, it is possible that there would not have been any thirteen colonies for us to study about, for the French would most likely have made

Champlain's mistake

Champlain's great mistake was a battle which he fought with the aid of the Algonquins against the Iroquois on the shore of Lake Champlain. The canoes containing Champlain and his Indian allies were following the western shore of the lake when one evening in July, 1609, a body of Iroquois warriors was discovered approaching. All that night the air rang with the yells and war whoops of the Iroquois. They expected an easy victory over the Algonquins.

Morning came, and Champlain, with only two French companions, at the head of his company of Indians, advanced against the enemy. He wore a breastplate of steel and a steel helmet with a plume. Suddenly, as they neared the Iroquois, Champlain raised his gun and fired. A flash, a roar, and two Iroquois braves had fallen. The Iroquois thought that some power more than human was fighting against them. They fought bravely for a while, however, but when the Frenchmen fired their guns again the frightened Indians fled.

The Algonquins hailed Champlain as their chief. They pursued the fleeing Iroquois and brought back many prisoners in triumph.

By his act, Champlain had helped his Algonquin friends, but had destroyed the French hopes of control of America. From this time on the Iroquois bore the French undying hatred. When, later, they were supplied with guns by the Dutch and English they paid the French back with interest.

Enemies of
the French ;
friends of
the English

Because of Champlain's mistake the French were forced to take the roundabout route to the west by way of the Ottawa River through Canada, instead of the easy way along the Great Lakes. For this reason the first of the Great Lakes found by them was Lake Huron. Afterwards they found Lake Erie, the one nearest the Iroquois country. The way from Canada to the Atlantic coast by way of the Hudson River was closed to them, and the great fur trade with the Iroquois was lost. The thirteen English colonies were now safe from any French claim.

The French Explore the West. — Champlain kept to the eastern part of the St. Lawrence Valley, but in 1634, Jean Nicolet, a trader sent out by Champlain, went farther west than Lake Superior, seeking trade with the Indians. Later, French priests, fur traders, and wood rangers pushed north into Canada and west along the Great Lakes. They dared not go south of the Lakes, for there lived the Iroquois, and to be found in the Iroquois country meant certain death to a Frenchman. Several of the traders are said to have reached the Mississippi River about 1659.

The French seek a passage to the Indies — The French had never given up the belief that there was a passage through the continent to the Pacific Ocean and so to the East Indies. The stories that traders and Indians told of rivers flowing in a direction opposite to the St. Lawrence,

made it seem as if the passage might be found west of the Great Lakes. The French wanted especially to find the great river which the Indians said began not far from the western end of Lake Superior.

WHAT TO KNOW

The French claimed America from Verrazano's voyage in 1524.

Champlain founded Quebec in 1608 and discovered Lake Champlain in 1609, with a company of French and Algonquin Indians. They fought a battle there with the Iroquois and won with the aid of guns and powder. This battle made the Iroquois the enemies of the French. After this it meant death to the French to go south of the Great Lakes into the Iroquois country. So the English colonies were safe from French claim.

The French believed that there was a passage through the continent to the Pacific, west of the Great Lakes. The Indians told of a great river flowing south and the French wanted to explore it.

QUESTIONS FOR STUDY

1. What parts of the American continent were explored and claimed by the French?
2. Whose voyage gave them their first claim?
3. Who first followed up this claim? When and where did he establish a trading post?
4. What red men did the colonists meet when they first came to America? What was the size of the Algonquin country?
5. Where did the Iroquois live? Why were they called the "Six Nations"?
6. Why was it a mistake for Champlain to fight the Iroquois?
7. What idea did the French have that made them explore west of the Great Lakes? What river did the Indians tell of?

LESSON II

Marquette and Joliet Explore the Mississippi. —
The first of the journeys in search of the Mississippi, of which we have a good account, is the one made by Louis Joliet, a trader, and Père Marquette, a priest. Joliet was sent out by Count Frontenac, governor of Canada, then called New France. He started from Quebec late in 1672, and in December reached the Strait of Mackinac, between Lake Huron and Lake Michigan.

At St. Ignace on the Strait of Mackinac, Father Marquette had a mission where he preached to the Indians and traded with them. Marquette joined Joliet, and with two canoes and five men they followed the west shore of Lake Michigan and Green Bay till they reached

the Fox River, in May, 1673. Paddling up this river and carrying their canoes a short distance overland to the Wisconsin River, they again took to the canoes and drifted easily with the current toward the Mississippi.

Now they passed great strips of forest, now they

Joliet
starts from
Quebec,
1672



Statue of Marquette

Marquette
joins Joliet
at St.
Ignace

came upon open patches of prairie. Sometimes they drifted past islands covered with trees, entwined with tangled grapevines. Everywhere nature was as wild as it had been since the beginning of the world. Each evening they would draw their canoes up on the bank, make a meal of deer or buffalo meat, and smoke their pipes. Then they would wrap themselves in blankets and sleep in the open air, protected from wild animals only by the blaze of the burning camp fire.

The journey to the Mississippi

The next morning, while the mists still hung over the waters, they would push off and paddle as far as they could, before the hot sun of midday made further work impossible. In the middle of June, 1673, the travelers came to the spot where the Wisconsin flows into the Mississippi. This great river was so wide and grand that Marquette and Joliet knew they had at last found the "Father of Waters." They were the first white men to sail upon the Mississippi since De Soto discovered it in 1541.

On the Mississippi

Now again they passed dense forests and wide prairies. On the banks of the river they saw herds of deer and buffalo feeding, but for seven days found no trace of human beings. They had to land to cook their meals, but at night they slept in their canoes, which they anchored out in the stream. This they did to escape attack, for they did not know what savage men they might meet.

The
friendly
Illinois

Landing one day, Marquette and Joliet went forward along a well-marked path and soon spied a village ahead. They shouted, and the Indians ran out. The calumet or peace pipe was passed around and soon the white men found that they were among friendly Illinois. The Indians feasted their guests and begged them not to go farther. An evil spirit, they said, guarded the stream and fierce Indians lurked upon the banks.

But these tales were not enough to frighten Marquette and Joliet. That night they slept at the village, and the next day set out again. Floating down past the mouth of the Illinois River they came upon high rocky bluffs. On the face of these the explorers saw the figures of two fierce monsters painted by Indians in red, green, and black. These were the demons that made the Illinois tremble, and of which they had warned Marquette and Joliet. Each figure was as large as a calf, with "horns like a deer, red eyes, a beard like a tiger," a face like a human face, a body covered with scales and a long tail winding round the head and ending in the form of a fish's tail.

They reach
the Arkan-
sas River

Leaving the monsters, the explorers paddled on past the mouth of the Missouri River. Some days later they passed the mouth of the Ohio. After days of drifting they came to an Indian village, at the mouth of the Arkansas River. The Indians jumped into their canoes and surrounded

the Frenchmen. Marquette waved the peace pipe which the Illinois had given them. The young Arkansas braves drew their bows to shoot, but the old men called to them to stop. When the explorers showed that they had come for peace, the red men treated them kindly.

Upon their arrival at the chief village of the Arkansas nation, corn and dog meat were prepared for the white strangers. While the feast was going on the Indians told them of fierce tribes farther down the river who used guns and would not let any one pass through their country. They said they did not dare to go there to hunt the buffalo. Marquette and Joliet were now at the very spot where the Spaniards under De Soto had been thirty years before. The Frenchmen thought they were but two or three days' journey from the Gulf of Mexico. Although Joliet had promised to go all the way to the mouth of the Mississippi, they went no farther, for they feared they might be killed by the Indians or captured by Spaniards. There was no Spanish settlement on the Mississippi, but this they did not know.

They fear
the Span-
iards and
turn home-
ward

About the middle of July, 1673, they turned and began the task of paddling up the river against the current. After weeks of tiresome work they reached the Illinois River. Up this stream they went to the Indian village of Kaskaskia, from which Indian guides led them to Lake Michigan.

This they reached at the place where Chicago now stands.

Following the west shore of the lake, they came to Green Bay, the point from which they had started on their exploring trip five months before. Joliet hurried on from there to make a report of his journey to the French governor at Quebec. On his way down the St. Lawrence River his canoe upset. He saved his life after a hard struggle, but his papers containing an account of the Mississippi exploration were lost.

Joliet
almost
drowned

Mar-
quette's
account

What we know of this expedition was written by Marquette, who returned a little later to bring religion to his friends the Illinois. Although but thirty-eight years old, the rough life had worn him out. Falling sick early in 1675, he tried to get back to his old mission at St. Ignace. With two companions he reached Lake Michigan. He followed its western shore until he arrived at a point of land called Sleeping Bear. His strength failed, and he could go no farther. As night fell, he knelt in prayer, and before morning he died. His boatmen buried him there. Two years later his body was found by Ottawa Indians and taken to St. Ignace. There its resting place can be seen even to-day.

Death of
Marquette

WHAT TO KNOW

In 1672 Joliet was sent out by the governor of Canada. He started from Quebec and was joined at the Straits of Mackinac by Father Marquette, a priest.

With two canoes and five men, they sailed along Lake Michigan and Green Bay till they reached the Fox River in May, 1673. They went up this river to its source and carried their canoes to the Wisconsin. Down the Wisconsin they sailed with the current till in June, 1673, they reached the Mississippi. They sailed past the mouth of the Illinois, the Missouri, and the Ohio rivers to the Arkansas River, and to a spot within a few days' journey of the Gulf of Mexico. They were afraid of Indians and Spaniards and turned back on July 17, 1673.

They returned the same way they had come. Joliet's canoe upset in the St. Lawrence. He was saved but the written account of his explorations was lost. Marquette also wrote an account of the trip.

In 1675 Marquette died at Sleeping Bear, and was buried at St. Ignace, where he had carried on his Indian mission.

QUESTIONS FOR STUDY

1. What Frenchmen made a journey to the Mississippi River and left a good account of their travels? When did they set out?
2. In a short story tell how they reached the Mississippi.
3. How far down the Mississippi did they go? Why did these explorers go no farther south?
4. What city is built on the spot where they reached Lake Michigan on the way back?
5. How did Joliet lose his account of his travels? Who wrote the account we have of the voyage?
6. When did Marquette die? Where is his grave?

LESSON III

LA SALLE — The Greatest of the French Explorers. — Though Marquette and Joliet had failed to follow the Mississippi to its mouth, it was not long before the greatest of all the French explorers, Robert Cavelier, Sieur de la Salle, succeeded in doing so. Born

La Salle's
early life

at Rouen, France, in 1643, La Salle went to school till he was fifteen years old. He then went to Paris to prepare for the priesthood, but changed his mind and came to New France to be a trader, in 1666.

He comes
to New
France



La Salle's House, La Chine

He bought a tract of land on the St. Lawrence River, overlooking the Lachine Rapids near Montreal. Here he laid out a little village and built himself a log house. He soon did a fine trade in furs, for his post was the first one

the Indians came to on their way east to the St. Lawrence villages located near Montreal. Naturally the traders of these villages hated La Salle because he secured a great many furs which would otherwise have come to them.

Late in 1668, a number of Seneca Indians came to his settlement and stayed all winter. They told La Salle about a river that flowed away from their lands towards the southwest and emptied into the sea. La Salle was eager to see the river the Indians had told him about. He believed it was the long-sought passage to the Pacific Ocean and the Indies. The next spring he sold his property on the St. Lawrence and set off to Quebec to get

permission for the journey from Talon, the Overseer of Trade.

Talon was glad to give his consent, for he wanted the province of New France to be as large as it could be made. La Salle fitted out four canoes, hired fourteen men, and set out with them for the head of Lake Ontario in July, 1669. From there he turned southwest, and with the help of an Indian guide reached a branch of the Ohio River. Following this he came to the Ohio itself, down which he journeyed till he came to the spot where Louisville, Kentucky, now stands.

La Salle
explores
the Ohio
River

As his men deserted him here, he had to turn and make his way back to Montreal. His enemies were overjoyed to learn that he had returned without money, and without having reached China as he had expected. To make fun of him they called the rapids in front of the house he had sold, "La Chine," the French name for China. That was as near China as he would ever come, they said.

Governor Frontenac and Overseer Talon thought that a man who would give up everything for the sake of exploration, as La Salle had done, ought to be encouraged. The chance to send him on his great exploration of the Mississippi came when Joliet returned from his journey with Marquette.

Frontenac and Talon asked La Salle's advice about taking possession of the lands lying in the Mississippi Valley. La Salle then told them of a

La Salle
plans a line
of forts

great plan he had for building forts from the eastern end of Lake Ontario to the Mississippi, and along this river to its mouth. In this way the French could hold all the country from the St. Lawrence to the Gulf of Mexico. Ships would be able to sail from the Mississippi direct to France without danger from the stormy lakes or the fierce Iroquois. Besides this, the forts could be used as trading stations, where furs from the forest and buffalo skins from the prairie could be bartered. The sale of these would add great wealth to the king's treasury.

Fort Fron-
tenac

To this plan Frontenac agreed, and at once built Fort Frontenac, — now Kingston — on Lake Ontario. La Salle was put in command of the fort. When the other French traders heard of it they were jealous and several times they tried to bring about La Salle's death. Four sailing vessels collected the furs from around the lake and made Fort Frontenac the richest fur-trading station in the world.

Fort
Niagara

La Salle now built Fort Niagara, and began building a ship above the Falls of Niagara. This ship was to carry furs and supplies when other forts were built on the Lakes and on the Mississippi. He had the help of a friend named Tonti, who had lost a hand in battle and had replaced it with an iron hand. Work on the ship went along quietly, for the workmen were afraid of Tonti's iron fist and dared not oppose him. When the

boat was finished in August, 1679, it was called the Griffin, after the strange figure — half lion, half eagle — which was carved on its bow. This figure was copied from Count Frontenac's coat of arms.



The Griffin

In the Griffin, La Salle sailed up the Lakes to Mackinac and then to Green Bay. With him, besides the pilot and crew of thirty-four men, were Tonti and a priest named Hennepin, who also was an able explorer. La Salle had sent fifteen men ahead to buy furs. At Mackinac, jealous traders prevented his men from getting the furs. However, when La Salle reached Green Bay, he found a good

La Salle
begins his
journey to
the Missis-
sippi, Aug.,
1679

supply of skins awaiting him. With them he hoped to buy rigging for another ship which he was going to build on the Illinois River for the voyage down the Mississippi. So he loaded the Griffin with the furs, and sent her back to Fort Niagara expecting her to return in a short time with a cargo of supplies for his new ship.

La Salle's
third fort

It was now the middle of September, and La Salle left Green Bay with Hennepin and fourteen other men, bound for the head of Lake Michigan. Coming to the St. Joseph River, they built a fort. Here they waited twenty days before Tonti, whom La Salle had left behind at Mackinac, joined them. He had heard nothing of the Griffin and La Salle

On the
Illinois
River

feared that the vessel was lost. He pushed on, however, to the Illinois River. One of his men tried to shoot him on the way and another tried to poison him, but he at last arrived safely at the place where Peoria now stands.

Fort Creve-
cœur,
Jan., 1680

Here, early in January, 1680, he built a fort and named it Crevecœur (Broken-Heart), because of his many dangers and disappointments. This was the fourth of his line of forts. He now set to work to build as much as he could of his ship with the materials at hand and in a month had the hull half finished. Meanwhile as no word of the Griffin had come, La Salle decided to find out for himself what had become of her and to get a new outfit of rigging for his ship on the Illinois. So he placed Tonti in

command at Crevecœur and sent Hennepin to explore the Mississippi upward from the Illinois. Then



Fort Crevecœur

he set out with five companions on his way back to Fort Frontenac.

You will begin to think that nothing could discourage this brave man, and yet his troubles had just begun.

WHAT TO KNOW

La Salle was the greatest French explorer. He built a trading post near Montreal in 1666 and carried on a fine trade in furs with the Indians. From them he heard of the Mississippi.

He wanted to find it, for he thought it to be the long-sought passage to the Pacific and the Indies.

In 1669, he sailed to the head of Lake Ontario. From there he went southwest until he came to a branch of the Ohio River, which he followed to the Ohio itself. He reached a place, now Louisville, Kentucky, where his men deserted him, and so he returned to Montreal.

He was sent out again to carry out his plan for building forts along the Great Lakes and the Mississippi so as to hold all the country for France.

He built Fort Frontenac and Fort Niagara.

He built a ship called the Griffin to carry supplies and furs. In it he sailed to Green Bay. From here he sent the Griffin back to Quebec for rigging for a new ship.

Then he journeyed to the St. Joseph's River, where a third fort was built. When he reached the Illinois River, Fort Crevecoeur was built.

La Salle and five men went back to Fort Frontenac to find out about the Griffin, which had not been heard from. He wanted also to get the rigging for his new ship on the Illinois.

QUESTIONS FOR STUDY

1. Who was the greatest of all French explorers? Tell about his birth and early life.
2. In what part of New France did he settle? Why was his post a fine one for the fur trade?
3. How did La Salle hear of the Mississippi?
4. Tell about the journey he took to the Ohio River.
5. Why did the traders call the rapids in front of La Salle's house "La Chine"?
6. What was La Salle's plan for gaining the Mississippi Valley? What good would it do the French to hold it?
7. Tell the story of La Salle's journey from Fort Niagara to Green Bay. From Green Bay to Fort Crevecoeur.
8. Why did he have to go back to Fort Frontenac?

LESSON IV

La Salle has many Troubles. — On their way back to Canada La Salle and his companions walked day after day through snow, knee deep, or waded across streams in weather so cold that their wet clothes froze. Now and then they had to break the ice to get ahead, but La Salle always kept in the lead to make the way easier for the others. One by one, four of his men dropped out along the way. At last he reached Niagara, where he left the last of his worn-out companions and went on alone to Fort Frontenac.

He goes
back to
Canada

He was unable to find out anything about the Griffin, so knew that it had most likely gone to the bottom in a storm. He heard, too, that a ship bringing him supplies from France had been lost at sea. Also a letter from Tonti told him that all but four of his men at Fort Crevecœur had mutinied and fled, leaving the fort in ruins.

The Griffin
lost

But La Salle would not give up. Raising a company of twenty-five men and a new outfit, he set out again in August, 1680. News reached him that some of the men from Fort Crevecœur were on the way east to kill him, so La Salle went to meet them. He killed two of them and sent the rest prisoners to Montreal in chains. Then he pushed on to his post on the Illinois River. When he reached the post, Tonti had gone away, and only the hull of

He sets
out again
for the
Mississippi.
Aug., 1680

La Salle's new ship was left. The Iroquois had destroyed the village, killed his friends the Illinois, and even taken with them the iron spikes and bolts with which La Salle hoped to finish his ship. So he had to go back to his fort on Lake Michigan, where he spent the winter.

Goes back
to Canada
again

In the spring of 1681 he was obliged to return to Montreal to straighten out his money affairs, but in September of that year he was on his way west again with Tonti, thirty other Frenchmen, and more than one hundred Indians. Reaching the fort at the St. Joseph River, they made their way to the Chicago River. From there they dragged their canoes and baggage on sleds to Lake Peoria. Here they embarked in the canoes, in February, 1682, and soon reached the Mississippi.

Sets out
a third time,
spring, 1681

Reaches
Gulf of
Mexico,
Apr. 9, 1682

At last, in April, 1682, the company reached the place where the Mississippi divides into three streams just before emptying into the Gulf of Mexico. Three days later they reached the Gulf, and here on the shore near the mouth of the river La Salle put up a post bearing the arms of France. Then he took possession of the whole Mississippi Valley for Louis XIV of France and called the country Louisiana, in his honor.

The French
claim to
the Mis-
sissippi
Valley

Thus, after a little over two years and a half of struggle, La Salle gave Louis XIV a good claim to all the land in the middle of our country, extending from what is now New York State to the state of

Wyoming, and from Wisconsin to the Gulf of Mexico.

Going back up the river, La Salle built Fort St. Louis at Starved Rock on the Illinois. Here he



La Salle taking possession of land

gathered a colony of Indians and white men. But **Fort St. Louis** as Canada now had a new governor who was unfriendly to him, La Salle left the fort and went back to France. Louis XIV received the great explorer at his court and treated him like a hero.

La Salle tries to plant a Colony. — Then, with four ships loaded with all sorts of supplies and with

men and women for a colony, La Salle sailed for the Mississippi. On the way he fell sick, and one of his ships was captured by the Spanish. When the others reached the Gulf of Mexico, they missed the mouth of the river and landed at Matagorda Bay in what is now Texas. Two of the supply ships were wrecked, and the last one sailed away to find a better harbor, but never returned.

He lands at
Matagorda
Bay

Still La Salle went on with his settlement. He built a fort and tried to find the Mississippi, but failed. Many of his colonists fell sick and died, while others mutinied. Their clothes wore out and they had to make others from the sails of one of the wrecked ships. At last La Salle saw that he must get help, and made up his mind to reach Canada. Early in January, 1687, he set out with sixteen white men and two Indians. Twenty people were left behind. Through forests and swamps and streams La Salle's party wandered, till in March they came to the Trinity River. Here some of the party, tired of the hardships, became insolent, murdered three of their companions, and threatened La Salle's life. At last, one day, two of them, hidden in the tall grass, shot him in the head and killed him. They left his body in the woods uncared for and unburied.

Sets out
for Canada,
Jan., 1687

La Salle's
death

Six of the party reached the settlement on the Illinois River where Tonti was governor. From there some of them went on to Quebec and returned

to France. The settlers La Salle had left at Matagorda Bay suffered attacks by Indians and only six escaped alive.

Fate of his colonists

Thus the first half of La Salle's dream had come true in the line of forts that stretched from Quebec to the Gulf of Mexico. But it was not for him to plant French colonies in the Mississippi Valley. No doubt his later plans might have been successful, but his quiet reserved nature and often harsh treatment of his followers made enemies for him among them; some of these kept him in constant danger of losing his life. To make his lot more bitter, men to whom he owed money seized his property for payment.

Yet in his troubled life so full of disappointments, he did a noble work for France in the New World. Marquette and Joliet and La Salle gave their country a claim to the heart of our continent. With an army of men like these France might have been able to hold it.

The French claim to the heart of America

WHAT TO KNOW

At Fort Frontenac La Salle learned that the Griffin, and a French ship bringing him supplies across the ocean, had both been lost.

In 1680, he set out again with twenty-five men. He reached the Illinois River only to find the ship he had started to build there in ruins, and the village destroyed by the Indians.

He spent the winter on Lake Michigan, and in the spring of 1681 he returned to Montreal.

In the fall, he started out a third time for the Mississippi with thirty Frenchmen and a hundred Indians. They came first to the St. Joseph, then to the Chicago River. They embarked on Lake

Peoria in February, 1682, and soon reached the Mississippi. On April 9, 1682, they reached the Gulf of Mexico.

La Salle took possession of the whole Mississippi Valley for France and called the country Louisiana in honor of Louis XIV.

On his way home he built Fort St. Louis on the Illinois.

He went to France and set out from there to plant a colony on the Mississippi. The colonists missed the river and landed in what is now Texas.

After terrible suffering La Salle tried to go to Canada to get help. On the way he was murdered. His colony failed.

QUESTIONS FOR STUDY

1. What did La Salle find out about the Griffin on his return to Canada?

2. What other troubles now came to La Salle?

3. When did he finally reach the Mississippi River? How many times did he try?

4. On what date did he reach the Gulf of Mexico? How did he claim the Mississippi Valley for France? What did he name the country and why?

5. What fort did La Salle build on his way home?

6. What was La Salle's second plan for taking possession of the Mississippi River?

7. Why was his colony a failure?

8. Why did he leave Matagorda Bay to go to Canada? What happened to him?

9. What did France gain from La Salle's work in America?

CHAPTER II

THE FRENCH AND INDIAN WAR

LESSON V

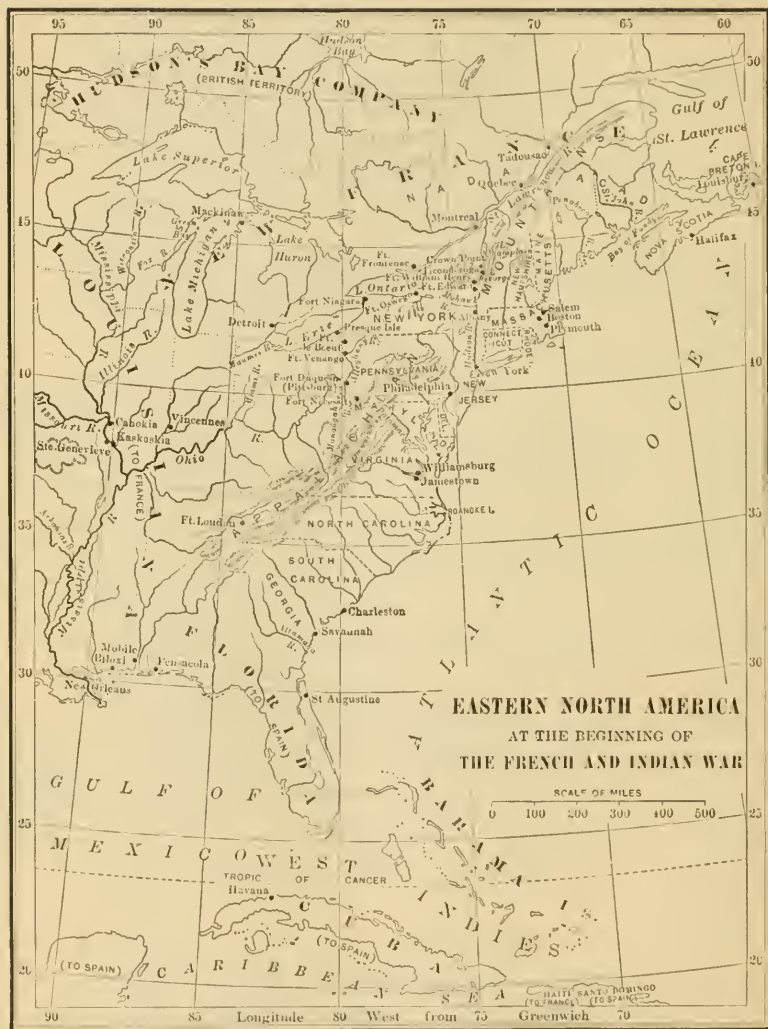
The French and English Struggle for Control of America. — The English colonies grew up along the Atlantic coast from Maine to Florida. The French forts and trading posts sprang up along the St. Lawrence River, the Great Lakes, and the Ohio and Mississippi River Valleys. Between the English and the French were the Appalachian Mountains and the Iroquois Indians.

The divid-
ing line

Although the English colonists did not at first settle on the other side of the mountains, yet they understood that their lands ran back to the Pacific Ocean. They claimed by their charters the very country in which the French had built trading posts and forts. To the French, Joliet, Marquette, and La Salle had given all the country lying on the Mississippi and streams running into it. They were not going to surrender any of this land if they could help it.

French and
English
claim the
same land

Both French and English had been in North America for more than one hundred fifty years before their claims caused serious trouble. True, they had wars between them, but this was because



their mother countries were at war. Three of these short wars, King William's, Queen Anne's, and King George's, were fought from 1689, when William and Mary became rulers of England, to 1748, in the reign of George II. The fighting between the English and French colonists in America did not amount to much in these wars, and stopped each time when the mother countries made peace. As a result of these struggles, neither England nor France gained any of each other's lands on this continent.

Three short
intercolo-
nial wars,
1689-1748

But the struggle for the ownership of America had to come, and it began in a dispute over the land lying in the upper Ohio River Valley.

In 1749, some Virginia gentlemen, among whom was Lawrence Washington, elder brother of George Washington, formed the Ohio Company. This company expected to trade with the Indians and to plant colonies in the Ohio Valley. King George II gave the company five hundred thousand acres of land in what is now western Pennsylvania and West Virginia, along the headwaters of the Ohio River. The company promised to build a fort on its land, as soon as possible. It also agreed to send one hundred families to settle there within seven years.

The Ohio
Company
want to
settle the
Ohio Valley

The French governor of Canada heard of the Ohio Company's move to get possession of the Ohio country. So he sent a force of two hundred officers and soldiers with canoes down the Allegheny and the Ohio rivers to renew French ownership of

The French
renew their
claim

the land. Here and there they buried in the ground lead plates, bearing the arms of France. These Frenchmen drove the English traders out of the country and warned the Miami Indians against making friends of the English.

The Ohio
Company
begins to
take pos-
session

As the English paid more for the furs than the French, the red men gave no heed to the warning of the French. The Ohio Company did not fear the French either. It sent Christopher Gist, a hardy backwoodsman, to survey its lands, find good places for settlement, and make friends of the Indians who lived there. This he did, and in 1752 made a treaty with the Miamis. By it the Ohio Company was allowed to send settlers to the country south of the Ohio, and to build a fort at the place where the Allegheny and Monongahela rivers meet.

The French
strengthen
Fort Ve-
nango

Then the governor of Canada decided that it was time to stop the English from coming any further on French lands. In the spring of 1753 he sent a force of fifteen hundred French soldiers and Indians to a place called Venango on the Allegheny River just south of the eastern end of Lake Erie. Governor Dinwiddie of Virginia, who was a member of the Ohio Company, knew that if the French could hold the country as far as the Ohio, his company would be ruined. So he looked about for a messenger to send to the French post to find out the number of men there and warn the commander that he was on Virginia soil and must leave it.

GEORGE WASHINGTON.— He found just the man he wanted in Major George Washington, a quiet but able young officer of the Virginia militia. Washington's great-grandfather was John Washington, one of the men who had fought bravely for Charles I and who had come to settle in Virginia when his king was beheaded.

His early
life

The family lived in Westmoreland county on the banks of the Potomac River, and there on February 22, 1732, George Washington was born. He spent his boyhood at Fredericksburg, where he went to school. His older brother Lawrence had been educated in England, but returned to Virginia while George was still very young. Augustine Washington, their father, died when George was eleven years old, leaving the estate on the Potomac to the older brother. Lawrence called it Mount Vernon after Admiral Vernon, with whom he had served against the Spanish in the West Indies. When his father died George Washington was attending the school of a Mr. Williams, who taught him surveying. George would rather have been a sailor in the English navy, but to please his mother he gave up the idea and became a surveyor. At fifteen, Washington went to live at Mount Vernon, with his brother Lawrence. A year later, Lord Fairfax, who lived near Mount Vernon, hired him to survey an estate in the Shenandoah Valley. Washington did this so well that he was

soon given the task of laying out the town of Alexandria on the Potomac.

He came to be so well known and so well thought of that the governor of Virginia made him a major of militia. Although only eighteen years old,



Mount Vernon

Washington was fitted to be a soldier. He was tall and athletic, a splendid horseman and skillful at fencing. He was strong and hardy, used to the life of the woods, and accustomed to fighting Indians and avoiding the other dangers of the forest.

Washington sent to
Venango,
Oct., 1753

What brought on the War.—He was just the man Governor Dinwiddie needed to carry a message to the French at Venango. Late in October, 1753, he set out. With him were Jacob Vanbraam, the

man who had taught him fencing, Christopher Gist, a trader and guide, and six other men, two of whom were Indians. Well provided with food, tents, and guns, they started boldly up the Potomac and over the mountains to the Monongahela River. This stream they followed to the Ohio, stopping at the point where Pittsburg now stands. From there they made their way seventy miles farther to the French fort at Venango. The



Young Major Washington

commander of this fort sent Washington on to see a higher officer at Fort Le Bœuf, fifteen miles from Lake Erie. Here he was politely entertained for two days. Then he received a letter to take back to Governor Dinwiddie. In it, the French officer said that he would send the governor's letter to the Marquis Duquesne, governor of Canada. This was not

The French
give him an
unsatisfactory
answer

a satisfactory answer, but with it Washington and his companions started for home.

Heavy rains had lately fallen, and French Creek, which they had to follow, had swollen to a rushing torrent. Taking to their canoes, they shot along with the current. Every now and then Washington's canoe ran on a rock and he had to leap into the water to lift it free. As it was the sixteenth of December when the party left Fort Le Bœuf, they had to travel through deep snow and over rivers choked with floating ice. From Fort Venango, Washington started across country with Christopher Gist, and an Indian guide. The Indian was friendly with the French and purposely led the Virginians a long way around. One day, suddenly turning on Washington, he raised his gun and fired, but the bullet went wide of the mark. The Indian was seized and Gist would have killed him, but Washington would not allow it. So they took away his gun, gave him a small supply of food, and set him free in the forest.

The journey homeward

Washington almost killed

At last they reached the Allegheny River. To get across, through floating ice, they had to build a raft. On their way across the river a piece of ice suddenly struck the raft and Washington was thrown into the water. He reached the raft again, but there was so much ice in the river that he and Gist could not get to either bank. Finally, soaked and freezing, they landed on an island. That

night they suffered terribly from the cold, but the next morning they found that the river was frozen



Indian Guide Shoots at Washington

over, and crossing on the ice to the main shore they went on.

At last they came to a settler's hut where they found shelter. The rest of the party, who had taken a longer road from Venango, joined them

Washington reaches home,
Jan., 1754

here, and all reached Williamsburg, Virginia, in January, 1754.

WHAT TO KNOW

The English colonies lay along the Atlantic coast. French trading stations extended along the St. Lawrence, Great Lakes, and the Ohio and Mississippi River Valleys. The Appalachian Mountains and the Iroquois Indians separated the two people.

The English claimed the land to the Pacific. This included the French claim.

Because their home countries were at war, the English and French in North America fought each other in King William's, Queen Anne's, and King George's wars (1689-1748), but neither gave up any land.

In 1749, the Ohio Company was formed to trade with the Indians and to plant colonies in the Ohio Valley. The French renewed their claim to the Ohio Valley and sent soldiers there. They strengthened Fort Venango in 1753. Thus a dispute arose over the land and the struggle for ownership of America began.

Governor Dinwiddie of Virginia, a member of the Ohio Company, sent George Washington with a message to the French at Venango. When Washington reached there he was sent to Fort Le Boëuf, where he received an unsatisfactory answer and returned homeward. He reached Williamsburg, Virginia, in January, 1754.

QUESTIONS FOR STUDY

1. Why did the English colonists claim the land that the French had explored west of the Appalachian Mountains?
2. What three short wars did the French and English have before the French and Indian War?
3. How did the struggle over the ownership of America begin?
4. Tell as much as you can about the Ohio Company.
5. Why was a force sent to Fort Venango?
6. What did Governor Dinwiddie of Virginia do then?
7. Who was his messenger? Tell the story of Washington's early life.

8. What hardships did he suffer on his way home from Venango?

9. What answer did the French commander give Governor Dinwiddie?

LESSON VI

The French and Indian War Begun. — Of course Governor Dinwiddie did not like the answer Washington brought back. He saw that the French would have to be driven out of the Ohio country, and a regiment of Virginians was raised for this purpose. Joshua Fry was Colonel, with Washington second in command. A number of these soldiers were sent to build a fort at the head of the Ohio River, as the Ohio Company had planned.

Governor
Dinwiddie
prepares
soldiers for
the war

While this work was going on a thousand French and Indians appeared. They demanded the surrender of the fort. The English commander, Ensign Ward, had only forty-one men, so he wisely retreated. This was the beginning of the French and Indian War. The French finished the fort and called it Fort Duquesne, in honor of the governor of Canada.

Beginning
of the war

Washington, now on his way with soldiers for the fort, met Ward at Cumberland. After hearing Ward's story, he set out to attack the French. When he reached Great Meadows, about forty miles from Fort Duquesne, he heard that the French were coming to surprise him. Washington did not wait for them, but pushed on to meet them. In the battle

Fight that followed the French leader, Jumonville, was
near killed with nine of his men. Twenty-two others
Great were captured. Then Washington went back to
Meadows Great Meadows and built a fort which he called
Fort Necessity.

Why the It looked as if the French were going to have an
English equal chance with the English to hold America,
had the but really they did not. For while the English
better colonists numbered about a million and a quarter,
chance the whole number of French in America was only
about one hundred twenty thousand. The English,
too, lived almost wholly on the narrow strip of
Atlantic coast extending from Maine to Florida.
The French were spread out over thousands of
miles in the St. Lawrence and Mississippi valleys
and along the Great Lakes. The English had
farms and towns. They tilled the soil, manufac-
tured many articles, and carried on their government
in settlements where all lived together and could
act together when the need came.

The French, on the other hand, were traders.
They had only two large towns, Montreal and
Quebec. A great many of the people lived in
trading posts, widely separated. They did not
till the soil, but traveled from post to post, trading
with the Indians for valuable furs. Very often
they lived with the Indians and married Indian
women. There was no self-government among
them, as among the English. The French king

governed them all from France, through the governor of Canada and the military officers scattered among the forts and trading posts.

Therefore, when the French and Indian War broke out, the English had wealth and men near at hand to draw on, while the French had to get aid from France. And while a great many Indian tribes sided with the French, the English had the friendship of the powerful Iroquois or Six Nations. These Indians were like a wall between the French and Indians of Canada, and the colonists of New England and the middle colonies.

The Iroquois help the English

When the news of Washington's battle with the French near Great Meadows reached England, the king's officers sent word to the colonies occupying the territory from New Hampshire to Virginia, to arrange a meeting and to make new treaties with the Iroquois. For as they were the most powerful tribes, and lived between the French and the English, it was very important that the colonists should be sure of their friendship in war. In June, 1754, delegates from these colonies met the Indians at Albany, New York, near the home of the Six Nations. This meeting is known as the Albany Convention.

The Albany Convention, June, 1754

One of the delegates who was afterwards to take a big part in the French and Indian War was Colonel William Johnson. He had long been friendly with the Iroquois. They liked him, because he had always dealt fairly and honestly with them, and

Colonel William Johnson

because he had married the daughter of an Indian chief. He made the Iroquois promise to remain the friends of the English and to aid them throughout the war.

Franklin's
boyhood.

BENJAMIN FRANKLIN : Early Life. — Another prominent delegate at this Albany Convention was Benjamin Franklin, who was born in Boston on



Benjamin Franklin

the seventeenth day of January, 1706. His father having a very large family of children was not able to give Benjamin a very good education. Before he was ten years old, he spent parts of two years at a grammar school and that was all the schooling he received. He

did fairly well at reading and writing, but failed entirely in arithmetic. As a boy Franklin spent much of his time reading all the books he could find. His father had a few, and to these Benjamin added enough to make forty in all. Besides these, others

were loaned him by a merchant whom he knew. He often stayed up the greater part of the night so that he could read a book and return it in the morning.

Out of school, however, he was mischievous and sometimes led his companions into scrapes. His



Franklin's Arrival in Philadelphia

father wanted to make a clergyman of Benjamin but was too poor to pay for his education. When he was ten years old the boy was set to work molding candles in his father's shop, and later to working in his cousin's cutlery store. At twelve years of age he was made apprentice in his brother's printing shop. At fourteen he was sent out to sell ballads in the streets of Boston. These poems were printed

**His youth
spent in
hard work.**

in his brother's shop. "Wretched stuff," Franklin afterwards called them, but people in those days had little to read and eagerly bought the ballads.

Poor Richard, 1733.

A N

Almanack

For the Year of Christ

1 7 3 3,

Being the First after 1 EAP YEAR:

And makes five the Revolution

By the Account of the <i>E. Stern Greeks</i>	Years	7241
By the Latin Church, when <i>O</i> eni <i>Y</i>		6932
By the Computation of <i>W W</i>		5742
By the <i>Roman Chronology</i>		5682
By the <i>Jewish Rabbits</i>		5494

Wherein is contained

The Lunations, Eclipses, Judgment of the Weather, Spring Tides, Planets Motions & morual Aspects, Sun and Moon's Rising and Setting, Length of Days, Time of High Water, Tides, Courts, and observable Days

Fitted to the Latitude of Forty Degrees, and a Meridian of Five Hours West from London, but may without sensible Error serve all the adjacent Places, even from Newfoundland to South-Carolina.

By *RICHARD SAUNDERS*, Philom.

PHILADELPHIA:
Printed and fold by *B FRANKLIN*, at the N^o 1
Printing Office near the Market

The Third Impression.

Page from Poor Richard's Almanac

on Market Street. Franklin was such a reader of books and such a student that he not only edited a newspaper, printed books, and issued his "Poor Richard's Almanac," but learned five languages besides.

But printing and selling ballads did not satisfy this boy. He longed for a larger life. So, when seventeen years of age, young Franklin ran away to Philadelphia. A strange picture he was as he walked into Philadelphia, his pockets filled with shirts and other articles, a roll of bread in his hand and one under each arm. Although he reached Philadelphia penniless, in four years he had his own printing shop

The Poor Richard's Almanac, begun when Franklin was twenty-six years old, helped to make him widely known, for in it were written many sayings by which people were led to right living. A number of these are often quoted even in our day; as, "Health is man's best wealth," "Heaven helps those who help themselves," "Diligence is the mother of good luck." Franklin published the Almanac for twenty-five years, and sometimes printed as many as ten thousand copies at a time.

Becomes known through Poor Richard's Almanac

But his fame rests chiefly on his service to the American colonies during the French and Indian War and the Revolution. At the Albany Convention in 1754, when delegates from the colonies met to consider how they should deal with the Indians, he offered a plan for the union of the colonies. Although not accepted, this plan bore fruit in the formation of our nation thirty-five years later. In 1776, Franklin helped to draw up the Declaration of Independence and was one of the signers of it. Later, when sent to France by the Continental Congress, he succeeded in getting help from that country for the American cause.

Franklin's influence on union of the colonies

Yet, even if he had not done so much for the American nation in helping to secure its independence, his inventions alone would have made him famous. He was much interested in electricity, and by the use of a steel-pointed silk kite proved that lightning is electricity in the clouds. He also

His inventions

improved the printing press and invented the Franklin stove, which was an open fireplace made of iron, with an air box that supplied a current of hot air to a room. He also recommended the use of watertight compartments in ships, and made many other discoveries.

In 1785 he became president of Pennsylvania, and two years later a member of the convention that drew up the United States Constitution. Franklin was honored by Europeans as well as by Americans. He died in 1790, at the age of eighty-four.

WHAT TO KNOW

When Governor Dinwiddie received the answer Washington brought back, he prepared soldiers to fight the French and drive them out of the country.

The soldiers started a fort at the head of the Ohio River, but had to surrender it. The French finished it and called it Fort Duquesne.

Washington fought the French near Great Meadows. Then he retreated to Great Meadows, where he built Fort Necessity.

The English had a better chance than the French because the English colonies were close together, and they had the money to pay the expense of sending soldiers to the war. On the other hand the French trading posts were spread out. The French had but two large towns, and they had to get money and men from France. Also, the Six Nations sided with the English, with whom they made a treaty of peace at Albany in 1754.

When Franklin was a boy, he was poor and had to work hard. He had little schooling, but was a great reader of books. He drew up a plan of union for the colonies in 1754. He helped them to get aid from France in the Revolutionary War. He discovered that lightning is electricity. He made many useful inventions.

QUESTIONS FOR STUDY

1. What did Governor Dinwiddie do when he received the answer of the French commander?
2. Where did the Ohio Company try to build a fort?
3. What did the French do then? Why is this event important?
4. Tell what Washington did when he heard of the capture of Fort Duquesne.
5. How was it that the French were not as well able to hold America as the English?
6. When and why did delegates from the colonies meet at Albany?
7. How did the colonies begin to prepare for war?
8. Name several things that have made Benjamin Franklin famous.

LESSON VII

First Two Years of Real War.—The delegates at the Albany Convention knew that to win the fight against the French, the colonies must act together. So they discussed Benjamin Franklin's plan of union, which aimed to bring the colonies together under one governor appointed by the king of England. The delegates thought the plan a good one, but the colonies did not like it because they did not want a governor sent by the king. The king and his officers did not like it because under the plan the colonists were free to make their own laws. The English government was not permitted to say anything against laws which did not suit it. So Franklin's plan was not carried out.

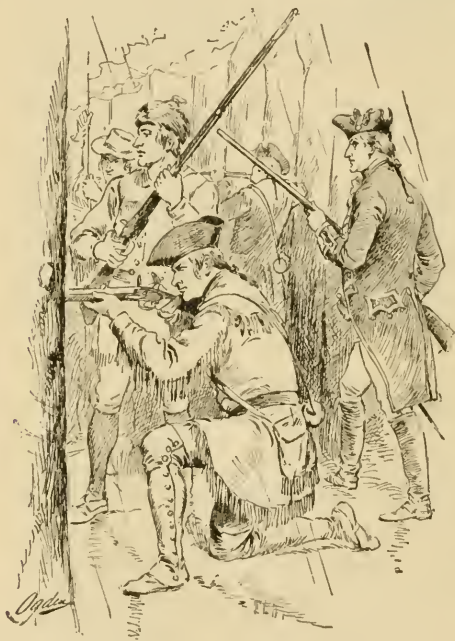
Franklin's
plan of
union

Washing-
ton loses
Fort Ne-
cessity,
July, 1754

Meanwhile the French were not idle. Early in July a large body of French and Indians attacked Fort Necessity, forcing Washington to give it up

and retreat to Virginia. England now prepared to help the colonists by sending over regular soldiers to Virginia under General Edward Braddock. These forces arrived in February, 1755. Braddock had been an officer in the Coldstream Guards, one of the finest regiments in the

English
soldiers
sent to
America



Washington at Fort Necessity

British army. He was proud of his rank and did not think the colonists knew nearly as much about fighting as he and his officers did. He was soon to learn his mistake.

The British soldiers encamped at Alexandria, Virginia. Here Braddock met the governors of Massachusetts, New York, Pennsylvania, Mary-

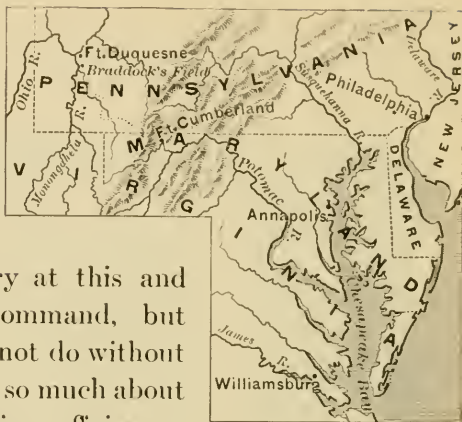
land, and Virginia. Benjamin Franklin came too, and Richard Henry Lee, captain of Virginia troops. They talked over plans for the war, but found



General Braddock Meets Governors at Alexandria

time to enjoy themselves with gay parties at the mansion in Alexandria, the Carlyle house, Braddock's headquarters. The English general thought

so little of the colonial officers that he would not let them hold rank in his army. Washington was angry at this and gave up his command, but Braddock could not do without a man who knew so much about French and Indian affairs, so he gave the young Virginian a place among his staff officers.



Map of Braddock's Campaign

Braddock starts for Fort Duquesne

In May, 1755, the army of English regulars and colonials was on the march, bound for Fort Duquesne. Braddock expected to make short work of the French there. He marched through the dense forest, sending three hundred ax-men ahead to cut a path. As the soldiers toiled over the rough road they made the woods ring with shouts and song, for the pleasant weather made them light-hearted.

Washington's advice

In June the army reached a place called Little Meadows, near Fort Cumberland. Here, on the advice of Washington, Braddock left his wagons and advanced with a picked body of men. Early in July Braddock's army reached a point about eight miles from Fort Duquesne. The men had just crossed the Monongahela River when a short

distance ahead, a French officer, dressed like an Indian, waved his cap. Instantly the air was rent with shrieks and whoops. From behind every tree and rock came a flash of fire. Braddock's men fell in heaps. They seized their guns and fired back, but their shining gun barrels and bright red coats made them splendid targets for the bullets of French and Indians. Some of the British soldiers tried to get behind trees and fight as the Indians fought, but Braddock called them cowards and drove them out to fight in the open. This only made matters worse. Men dropped on every hand, and those who were not shot fled like frightened sheep.

Braddock's
defeat,
July, 1754

More than two thirds of his army had been killed, including most of the officers, when at last Braddock himself was carried off the field mortally wounded. Four horses had been shot under him, and he was just about to mount a fifth when a bullet lodged in his breast. In the meantime, the colonial militia had done good work and saved what they could of Braddock's men by fighting the Indians in their own way. Washington had two horses shot under him and three or four bullets pierced his coat, but he was not harmed.

The battle lasted till evening, and the next day the English retreated, carrying their wounded general with them. Three days later, toward evening, he died. His last words were, "We shall know better how to deal with them next time." Sadly his men



Braddock's Defeat

buried him, and then returned to Alexandria. It was a long time before the English cared to try again to capture Fort Duquesne.

Braddock's
death

The Indians now attacked the border settlements of New York and Pennsylvania. They murdered the men and carried off the women and the children to their Ohio villages. For several years Washington spent his time protecting the frontier settlers from the red men. His soldiers were not well paid, and often refused to obey orders, so the task was a hard one.

Washing-
ton protects
border
settlements

The War in 1755. — As the French held posts on the border between the colonies and Canada, it was quite natural that these forts should be the next points to be fought for. One of the forts was Crown Point near the lower end of Lake Champlain. Crown Point was on the road from the Hudson River to the St. Lawrence. Another French post was Fort Niagara, which guarded the path from Montreal along the Great Lakes to the West. The English held Fort Oswego in what is now New York State. Here Governor Shirley of Massachusetts was preparing to march against Fort Niagara. After hearing of Braddock's defeat, Shirley's men lost heart and the expedition was given up.

The war in
New York
State

General William Johnson, starting from Albany the same year, moved against Crown Point. He built Fort Edward on the Hudson River, and struck

off across country toward the upper end of Lake George. There he heard that the French commander, Dieskau, was building Fort Ticonderoga a few miles south of Crown Point. Johnson sent a thousand men against Dieskau, but the force fell into an ambush and was defeated. Then the French attacked Johnson's camp but were defeated with the loss of half of their men. General Johnson was wounded, and the command of the English troops fell to General Lyman of Connecticut. But Johnson received the glory, and the king gave him the title of "Sir," and a large sum of money.

WHAT TO KNOW

Franklin's plan of union was displeasing to the colonists, because it gave the king power to appoint a governor over them. The king did not like it, because it allowed the colonists to make laws for themselves.

The same year Washington lost Fort Necessity. In 1755, England sent General Braddock to help the colonists. He set out to attack Fort Duquesne. Washington advised him to fight Indian fashion, but he would not. He was defeated and killed and the English did not capture Fort Duquesne.

The border posts of the French were next chosen for attack. Shirley was to march against Fort Niagara, but hearing of Braddock's defeat, he did not.

General Johnson was to attack Crown Point, but instead he marched against Fort Ticonderoga, which was being built south of Crown Point. The English were defeated. The French followed up their victory and attacked Johnson's camp at Fort Edward, but they were driven back.

QUESTIONS FOR STUDY

1. What plan of union did the delegates at the Albany Convention talk about?

2. Why was it not followed?
 3. How did England prepare to help the colonies?
 4. Tell the story of Braddock's defeat. When did it happen?
- What part did Washington have in the battle?
5. What were the next places fought for?
 6. How did General Johnson's attack on Fort Ticonderoga end?

LESSON VIII

The War in Canada.—In 1755 the English planned to capture several French forts in Acadia, or Nova Scotia. It was important to take Nova Scotia because it guarded the southern side of the entrance to the St. Lawrence River, the highway to Quebec and Montreal. Colonel John Winslow, with two thousand Massachusetts soldiers, was sent to take the forts, and by June they had all surrendered.

English
capture
forts in
Nova
Scotia

But the Acadian farmers living near the forts had taken sides with the French and had hindered the English in their work. The English were afraid that they would not be able to hold Nova Scotia while these peasants were there, for they would be ready at any time to help the French.

Why the
Acadians
were sent
away

The English decided, therefore, that it was best to gather together the peasants and send them away, dividing them among the thirteen colonies. To Colonel Winslow was given the task of sending the Acadians away from the village of Grand Pré. He was helped by Governor Lawrence of Nova

Scotia, and Lieutenant Colonel Monckton. The poor exiles were gathered and held as prisoners for weeks before the ships came to carry them to their new homes.



Expulsion of the Acadians

During this time, most of the men were kept on four ships anchored off shore. They had to be fed by their families, and when the weather was rough small boats could not take food to the prisoners, so they were often very hungry. When the vessels came to take them away, husbands became separated from their wives, and children from their parents. The English did not mean to be so cruel, but they

had set themselves a large task and they were not equal to it. Some of the families were taken to Massachusetts, others to Pennsylvania and to colonies farther south. Some of these unfortunate people at last reached France, and others made their way to French settlements in Louisiana. A few were able to get back to Nova Scotia, where they met old friends who had escaped in the first place. The poet Longfellow has made their story live in his poem, *Evangeline*.

Where they
were sent

Up to 1757, the English got much the worst of the war. Then William Pitt became the chief minister of King George the Second. Before he came into power, the English idea was only to keep back the French in America within their early boundaries. But Pitt followed a new plan, which was to drive the French out of America. He found that the English officers in America had not done well. One of them was the Earl of Loudon. Benjamin Franklin said Loudon was like the picture of a running horse on a sign board, always going, but never getting ahead. Pitt decided to send men who were willing to work hard, and if need be to die for their country. He chose General Jeffrey Amherst and General James Wolfe.

Sir Wil-
liam Pitt's
plan for
1757

One of the first places the English attacked under the new order of things was Fort Louisburg. This fort lay on the east side of Cape Breton Island, north of Nova Scotia. It had been taken

Fort Louis-
burg cap-
tured by
Amherst
and Wolfe

from the French before, but was given back to them. Now they had made it, as they supposed, the strongest fort in the world. The great stone



Siege of Louisburg

walls rose thirty feet and mounted one hundred eighty cannon. Three thousand well drilled soldiers guarded the fort, and beneath its guns lay twelve warships. These carried five hundred more guns and three thousand more men. Against this fort Pitt sent a fleet of forty-one ships and more than eleven thousand soldiers, under Amherst

and Wolfe. At this time, Wolfe was only thirty-one years old. He had joined the army when fourteen, was a major at eighteen, and commanded a regiment at twenty-two. His health was not good, but he had a strong will and a bravery that few men could equal.

The English soldiers were landed, and the siege of Louisburg began. The French ships were burned, and day after day the walls of the fort were battered and broken until the brave defenders could hold out no longer. At last in July, 1758, the French commander, Drucour, surrendered, and Louisburg passed into the hands of the English. The loss of this fort was a hard blow to the French, who from this time on steadily lost their foothold in America.

Loss of
Louisburg
a blow to
the French

The Year 1758.—While this siege was going on, the settlers of western Pennsylvania were suffering from the attacks of the Indians sent out from Fort Duquesne. These settlers did not even have powder and bullets with which to defend themselves. They had asked the government of Pennsylvania for these, but had not received them. Matters were so bad that it was decided to send a force to capture Fort Duquesne. General John Forbes, then at Carlisle, Pennsylvania, was given command. He was sick and had to be carried along with his army, which numbered six thousand men. Twelve hundred of these were Scotch Highlanders, and nineteen hundred were Virginians commanded by

Second ex-
pedition to
Fort Du-
quesne

George Washington. The rest were Pennsylvanians under the command of Colonel Henry Bouquet, a Swiss who had lately seen fighting on European battlefields.

Washington advised General Forbes to use the roads General Braddock had followed three years before, but Bouquet persuaded him to go across Pennsylvania. While the English army was making

its way slowly westward, many Indians were deserting the French at Fort Duquesne. Major Grant with a small English force was sent ahead to find out how strong the fort was. As they drew near it, the French and Indians attacked and defeated them.



Old Fort Pitt

Then Washington asked to be allowed to go ahead with twenty-five hundred picked men. His wish was granted, and in a few days he was within

two miles of the fort. Only five hundred Frenchmen were there awaiting the approach of the English. Besides, the supplies for the fort had been destroyed at Fort Frontenac, on Lake Ontario. So the men at Fort Duquesne saw that to fight was hopeless. One morning late in November, 1758, explosions were heard in the direction of the fort and a red glow lit up the sky. When Washington's men arrived, they found the fort in ruins and the French gone. During the night the Frenchmen had taken to their canoes and started down the Ohio. General Forbes rebuilt the fort and named it Fort Pitt, in honor of William Pitt. On this spot, — The Gateway of the West, — stands to-day the city of Pittsburgh.

Washington captures Fort Duquesne, Nov. 25, 1758

Pittsburgh founded

WHAT TO KNOW

In 1755, John Winslow took the French forts at Nova Scotia. The English were afraid they could not hold Nova Scotia while the French peasants stayed there. So they scattered these farmers among the English colonies.

The English got the worst of the war till 1757. They had only meant to drive the French back to Canada up to this time. Then William Pitt planned to drive all the French out of America.

Under the new plan, Fort Louisburg was the first place attacked and captured by the English under Amherst and Wolfe, in 1758.

In 1758, when Washington went to seize Fort Duquesne, the French saw they had not men enough, so they burnt the fort and fled down the Ohio. It was rebuilt and named Fort Pitt. It stood on the spot where later Pittsburgh was founded.

QUESTIONS FOR STUDY

1. What French forts did the English take in 1755? When and why were the French peasants of Nova Scotia scattered through the colonies?
2. What poem is built on this story?
3. Which nation got the better of the war up to 1757? Who brought success to the English side in 1757? How did he do this?
4. What strong fort on Cape Breton Island did the English try to capture?
5. What officer became famous in this capture? Why was the loss of this fort a blow to the French?
6. When was Fort Duquesne captured and by what general? Why did the French give it up? What did the English name it?

LESSON IX

English in New York in 1758. — The English were not so successful in New York during 1758. There, early in July, General Abercrombie had more than fifteen thousand soldiers encamped at Fort William Henry, at the southern end of Lake George. In his army were red-coated English regulars, Scotch Highlanders, and rangers, or colonial troops from New Hampshire, Massachusetts, Connecticut, New York, and New Jersey.

What a splendid army for a successful attack on the French at Fort Ticonderoga, on Lake Champlain! There, the Marquis de Montcalm commanded but three thousand six hundred men. General Abercrombie's men built a hundred twenty boats, and in these the army was moved down the lake to attack Montcalm.

Montcalm's men had cut down trees and thrown them across the path half a mile in front of the French fort. Stumps of trees with tangled roots, and sharp stakes driven into the ground, helped to block the way. It was suggested to Abercrombie by one of his officers that these made a strong defense for the French and ought to be destroyed. The general would not listen to him, however, and ordered an attack at once.

General
Montcalm
defeats the
English at
Ticonder-
oga

General Lord Howe, second in command, led the English. Montcalm's men held their fire until Howe's troops came to the fallen trees. Then they fired volley after volley into the oncoming ranks. Lord Howe was one of the first to fall. His loss was a severe blow to the English, for he was the one man who could plan battles and never became disheartened. He was kind and courteous, also, and liked by all his soldiers. When he was dead, they lost heart. Abercrombie, like a coward, stayed in his tent two miles away, and when he found that he had lost nearly two thousand men, ordered a retreat, though his force was still much stronger than Montcalm's.

Then Colonel Bradstreet, one of the colonial officers, got Abercrombie's permission to attack Fort Frontenac on Lake Ontario, and with eighteen hundred rangers captured it. He destroyed the fort and all the supplies that were there ready to be sent to Fort Duquesne. This, as we have

Fort Fron-
tenac cap-
tured

seen, made the French desert the fort when Washington went to capture it.

The Year 1759. — With the opening of 1759, William Pitt had a plan which he believed would take America from the French and end the war that year. First General Prideaux was to go from Albany to Ontario, sail up the lake and capture Fort Niagara. This would cut off from Quebec all the French posts and forts in the Ohio and Mississippi valleys. For Niagara was one of the links in the chain of French strongholds stretching from the Gulf of St. Lawrence to the Gulf of Mexico. Its capture by the English meant the cutting off of men and supplies sent from Quebec to the French possessions in the great West. Second, General Amherst, the man who captured the strong fortress of Louisburg the year before, was to capture Forts Ticonderoga and Crown Point on Lake Champlain from the French. He was then to go by way of Lake Champlain to the St. Lawrence and to attack Montreal. Third, from Halifax and Louisburg, General Wolfe was to sail to the St. Lawrence and lead an army up that river to capture Quebec.

Plans of
the English
for 1759

Fort
Niagara
captured
by the Eng-
lish, July,
1759

General Prideaux attacked Niagara in July, 1759, and though a large force of French and Indians came to its relief, his army won the day. General Prideaux himself was killed by a bursting gun and Sir William Johnson, who then took command, received the surrender of the fort.

About the same time, General Amherst moved down Lake George with eleven thousand men to attack Fort Ticonderoga on Lake Champlain. When he reached the fort only four hundred Frenchmen were there to defend it. The rest had left on their way to Canada. General Amherst stormed the fort for a whole day, but at evening the firing on both sides stopped. Then the Frenchmen loaded their cannon and spread a train of powder from gun to gun and to the powder barrels. About ten o'clock all was ready. A soldier was left behind to touch off the powder train while the rest took to the boats and started down the lake bound for Canada. Suddenly the English were awakened by a rain of shot and shell from the guns of the fort. Then the walls fell and shells burst on all sides. The powder magazines had exploded and Fort Ticonderoga was badly damaged. General Amherst sent men after the fleeing French, but when the party reached Crown Point, they found it in ruins also. General Amherst could have followed the French to the St. Lawrence and might have joined General Wolfe, but did not because he thought it was too late in the fall. He thus lost a chance to capture Montreal or take part in the attack on Quebec.

English
capture
Forts Ticon-
deroga and
Crown
Point

WHAT TO KNOW

In 1758 in New York the English were defeated again at Fort Ticonderoga by Montcalm. Lord Howe was killed.

The same year Bradstreet captured Fort Frontenac on Lake Ontario for the English.

In order to end the war and take America from the French, William Pitt's plan was: 1. To capture Fort Niagara; 2. To take Forts Ticonderoga and Crown Point on Lake Champlain, and then attack Montreal; 3. To capture Quebec.

Fort Niagara was taken by Prideaux and Johnson. Forts Ticonderoga and Crown Point were captured by Amherst. The French had but a few men to defend these forts, and so they blew them up and fled. Amherst failed to move against Montreal.

QUESTIONS FOR STUDY

1. Why did General Abercrombie fail in his attack on Fort Ticonderoga?
2. What did Colonel Bradstreet do?
3. What was William Pitt's plan for 1759?
4. What three other forts were taken by the English that year? Why were the forts on Lake Champlain easily taken?
5. Why did Amherst make a mistake by not following the French to the St. Lawrence?

LESSON X

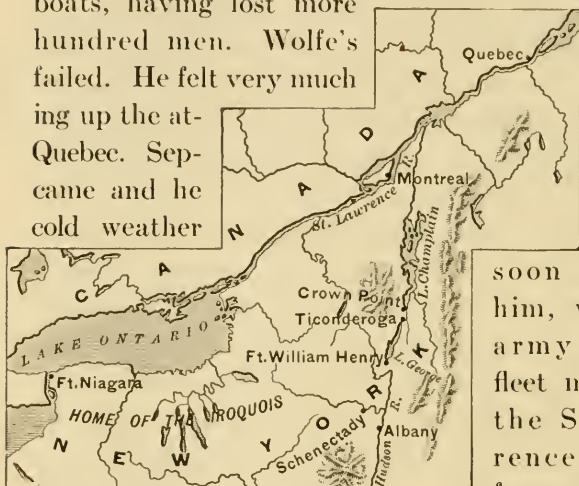
The End of the War.—The French general, Montcalm, was now at Quebec with about fifteen thousand soldiers and a thousand Indians. General Wolfe was near by with an army of about nine thousand men. He had started from Louisburg early in June, with fifty ships of war and a large number of boats carrying soldiers and supplies. He had landed his troops on the Island of Orleans in the St. Lawrence, just below Quebec, and was planning to attack Montcalm. This was one of the hardest tasks that any general has ever had to perform.

The fort at Quebec was built high up on a cliff overlooking the town. It was impossible for an army to climb this cliff, which faced the east, so nothing could be done on that side. Behind the fort was high level ground called the Plains of Abraham. Wolfe could attack the fort if he could only get his soldiers up to this plain. But Montcalm had his men spread along the St. Lawrence for nine miles above Quebec to keep anybody from landing. The best Wolfe could do was to land some soldiers below Quebec on the bank of a stream called the Montmorenci, and some across the St. Lawrence opposite the city. Across the Montmorenci, and between it and the Charles rivers, lay the French camp. From his camps and from his ships Wolfe worried the French by firing into Quebec. Wolfe made up his mind to send one body of men across the Montmorenci at low tide, and another to climb up the steep bank of the St. Lawrence in front of the French camp. The two together were to attack Montcalm, with the help of the fleet. At the end of July, Wolfe gave the order to advance. A heavy rain was falling. The steep bank of the St. Lawrence was slippery, and the soldiers found it very hard to climb. The English ships shelled the French camp, but did little damage. Montcalm paid no attention to the ships. He turned his cannon on the men coming up from the shore. Before long they saw that their task

The Plains
of Abraham

Wolfe fails
to take
Quebec,
July 31,
1759

was hopeless. As the tide was rising they knew a retreat would soon be impossible, so they returned to the boats, having lost more than four hundred men. Wolfe's plan had like giving up the attack on Quebec. September came and he cold weather



French and Indian War

than four plan had like giving up the attack on Quebec. September came and he cold weather would soon be upon him, when his army and his fleet must leave the St. Lawrence, or be frozen in. Some of his ships were

Wolfe attempts a second attack on Quebec

anchored above the town. Near where they lay, was a steep path leading through the face of the bluff back to the Plains of Abraham. Wolfe decided to lead his men up this way and to appear suddenly behind Quebec. Early in September, he sent boats filled with soldiers who rowed along the shore near Quebec as if seeking a place to land. Five days later he ordered some ships to make believe they were about to make an attack below the town. At the same time the guns of the fleet shelled the town itself and the fort. This was also done only to deceive the French. Night

came. The stars were out, but no moon shone. On the shore opposite and above Quebec, Wolfe put five thousand picked men in boats. He seemed to feel that this night was to be his last, for he handed a small picture of his fiancée to one of his officers and asked that it be returned to her if he should be killed.

At two o'clock in the morning of September 13, the soldiers rowed up stream, then crossed and came down along the Quebec shore. Two hours later, as they were getting near the landing place, a French sentry hailed them. One of Wolfe's officers answered him in French, and the boats went on. Again a sentry called to them, but he was easily made to believe that the boats carried food for General Montcalm. At the place of landing, Wolfe called for volunteers to lead the way up the cliff. Twenty-four men sprang forward. Bracing themselves against jutting rocks, and crawling up over fallen trees and through underbrush, here and there lending a hand to one another, they reached the top. There the few French guards were quickly put to flight. The way was clear for the rest of the English to follow, and daybreak found Wolfe's army drawn up behind Quebec ready for an attack.

Before the
battle

Montcalm had not been able to sleep that night. He, too, seemed to have a feeling that it was to be his last. The booming of the cannon from the English ships before Quebec kept on into the night. Then for a while all was quiet. Suddenly Montcalm heard firing on the side of the town opposite his

camp. With another officer he rode toward the sound, and coming



to high ground, saw the red coats of the English soldiers two miles away on the Plains of Abraham. Montcalm was surprised. "This is serious business," he said to his companion, and sent him back to bring up the troops from the French camp.

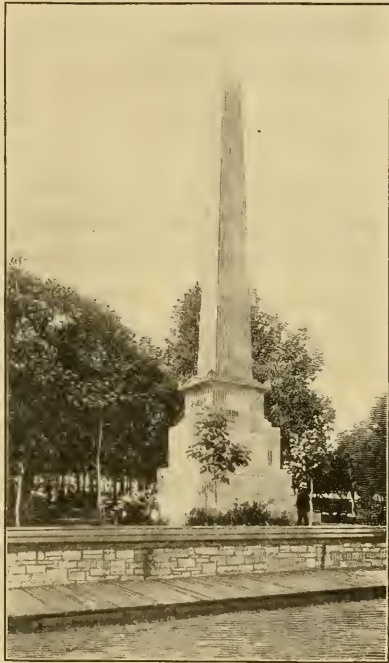
When they arrived, Montcalm ordered fifteen hundred Canadians to begin the attack. He did not know that the whole English army was in front of him. Wolfe ordered his men to hold their fire till the French

were only forty yards away. The British had only two small cannon, but they poured volley upon volley

The battle
of Quebec,
Sept., 1759

Taking of Quebec

from their muskets into the French ranks. The French fell as if mowed down. Their line wavered for a moment and then broke. As the French soldiers ran back toward Quebec, many of them were shot down. Montcalm was caught in the rush of his fleeing soldiers and mortally wounded. Wolfe, who had been wounded twice, received a fatal shot in the moment of victory. He was given a drink of water, and reviving heard the English hurrahs and shouts of, "They run!" "They run!" "Who run?" asked



Wolfe and
Montcalm
killed

Monument to Montcalm and Wolfe

Wolfe. "The French," was the reply. "God be praised!" said he. "I die in peace." Montcalm was carried into Quebec. When he was told he had but a few hours to live, he said, "Thank God I shall not see the surrender of Quebec."

After several days the English took possession of

Quebec
and
Montreal
taken

the town. In September, 1760, the French general, Vaudreuil, surrendered Montreal to the English. The French and Indian War was over and the French power in the New World was at an end.

Treaty of
Paris

Results of the War. — The question as to who should own America had been decided in favor of the English. By a treaty signed at Paris in 1763, France gave up its claim to North America and kept only two small islands in the Gulf of St. Lawrence for fishing stations. The disputed territory in the Ohio Valley lying between the Allegheny Mountains and the Mississippi River, and extending from the Great Lakes to the Spanish possessions in Florida, now belonged to the English.

The colo-
nists object
to be taxed
for the war

Another result of this struggle was that it helped to bring on the war that was soon to be fought between England and the colonies. The expenses of the war with the French had been great, and to get the money to help pay them, England tried to tax the colonies. But the colonists objected. They had furnished their share of men for the war at their own expense and did not feel that they owed England anything. The war had given them a feeling of independence, for a large number of them had been trained as officers and soldiers, and the people of the colonies saw that their soldiers were a match for the trained soldiers of Europe. They had gained military skill, which, when the time came, was to enable them to win independence from England.

The Indians, who had been helping the French against the English, found themselves in a strange position. Their lands were given up to the English without their having anything to say about it. They had fought the English for years and did not know what would happen to themselves, now that their friends, the French, were beaten.

Pontiac's War, 1763. — In 1763 Pontiac, an Ottawa chief, united almost all the tribes east of the Mississippi, except the Iroquois, in an attempt to destroy the English posts in the west. Among these were Detroit, Erie, and Pittsburgh. Pontiac was very successful in his attacks. He captured most of the posts and put soldiers and settlers to death with horrible tortures. But at Pittsburgh, the brave defenders held out until Colonel Bouquet arrived with his Scotch Highlanders and drove the Indians away. At Detroit, Major Henry Gladwin, who had escaped with his life at Braddock's defeat in 1755, held out with great skill and courage against Pontiac and a thousand Indians from May till October, 1763.

Pontiac
keeps up
the fight

Major
Gladwin
defends
Detroit

Only the fact that he was able to get men and supplies from Fort Niagara made Major Gladwin able to keep up the defense so long. Several times soldiers were sent out of the fort to attack the Indians, but always with much loss of life. At last Pontiac found that his supplies were giving out and his Indians deserting him. He sent to

Pontiac
gives up,
Oct., 1763

the French commander in the Illinois country for help, but the Frenchman only sent back word advising Pontiac to stop fighting. The Indian chief, now wholly discouraged, made peace with Major Gladwin in October, 1763.

WHAT TO KNOW

Montcalm was at Quebec with sixteen thousand French and Indians; Wolfe was near by with nine thousand men. Quebec was on a high bluff and very hard to capture. A steep cliff was in front, while behind were the Plains of Abraham, where Wolfe could attack the fort, if he could get there. Montcalm's soldiers prevented this.

In July, 1759, Wolfe tried to take Quebec but failed. He felt discouraged. Then one night he tried a plan which succeeded. He led his men up a steep path through the face of the bluff. In the morning he surprised Montcalm on the Plains of Abraham. After a severe battle the French fled back to Quebec. The English took possession of the town, and a year later Montreal was surrendered to them.

By the treaty of Paris in 1763, the French gave up their claim to North America. They kept two small islands for fishing stations.

This war brought on the Revolution, because England tried to tax the colonists to help pay for the war.

In 1763, the Indians who had helped the French, joined together under Pontiac, to try and destroy the English posts in the west, Detroit, Erie, and Pittsburgh. At first Pontiac was successful, but at last his supplies gave out, Indians deserted him, and the French refused him help. So he was forced to make peace in October, 1763.

QUESTIONS FOR STUDY

1. Where was General Montcalm at this time? Where was General Wolfe?
2. How large was the army of each general? Which one had the harder task?
3. Why was Wolfe's first attack on Quebec not successful?

4. Why did General Wolfe have to attack Quebec in September, 1759? Where was the only place he could attack it with success?

5. Tell the story of the attack. Who won?

6. What question did this victory settle?

7. What did this war do for the colonists?

8. What Indian chief kept up the war? Where?

LESSON XI. REVIEW

Review the French Explorations and the French and Indian War, using the summaries and questions of the lessons from I to X, giving attention to the more important facts only.

GENERAL QUESTIONS

1. Name four French explorers about whom you have studied.

2. What two large rivers of North America were highways for early French exploration?

3. Why was the French and Indian War the most important of the four intercolonial wars? During what years did this war take place?

In a composition lesson write from outline about one of the following.

1. The Iroquois.

2. Champlain's Mistake.

3. La Salle's Line of Forts.

4. The Griffin and its Loss.

5. Washington's Trip to Venango.

6. Life of Benjamin Franklin.

7. The Capture of Quebec.

LESSON XII

Struggle
for the
Ohio
Valley and
the North-
west

Ohio Valley and the Northwest.—Although Pontiac's War was at an end, the white man's long struggle against the Indian for a firm foothold in the Ohio Valley and the Northwest had only begun. After about thirty years of fighting, the Indians were driven back, and the country was safe for colonists from the east. Meanwhile many settlers went to that territory and laid the foundations of the present states lying between the Allegheny Mountains and the Mississippi. One of the earliest of these brave pioneers was Daniel Boone.

The "Far
West"

DANIEL BOONE: Early Life.—Nowadays, the railroads carry people across the continent from the Atlantic to the Pacific in about four days. It is hard to think that Kentucky and the region west of the Allegheny Mountains to the Mississippi, were once the "Far West." Yet so it was looked upon in the days of Daniel Boone, whose life was largely spent in opening up that portion of the Ohio Valley to settlers from the east.

Boone's
birthplace

Daniel's grandfather came from the county of Devonshire in England, and settled in the wild borderland of Pennsylvania. Even from his boyhood, spent in Bucks County where he was born, November 2, 1734, Daniel was familiar with the visits of Indians, the free life of the forest, and the chase. His life in the rude pioneer country gave

him little chance for an education. Indeed, it is more than likely that he never saw the inside of a schoolroom. A sister-in-law, who came into the family when Daniel was about fourteen years old, taught him reading, writing, and arithmetic. To this knowledge he afterward added, on his own account, a slight study of surveying. For many years, on a tree standing near the Cumberland River, were the words, "D. Boon Cilled A Bar on this tree, year 1763." This sentence carved by the famous hunter shows that he was rather poor in spelling. But what Daniel lacked in acquaintance with books he made up in practical information about the life of the woods. While a boy he took care of the cattle for his father, and in spare time hunted small animals. His weapon was a smooth stick with a bunch of knarled roots at its end. When twelve years old his parent gave him a light rifle which at once made Daniel feel that he was a man. From that time he began the life of hunter, trapper, guide, and Indian fighter that has put him foremost among the leaders in the opening up of the West.

Early
training

Shortly after Daniel received his gun he went hunting one day as usual. To the great alarm of his parents and neighbors he did not return. A party was sent in search of him, and after a week he was found contentedly living in a roughly built hut, happily enjoying the hunter's life in company with his dog and gun. As settlers continued to

His fond-
ness for
life in the
woods

come into Pennsylvania, Daniel's father decided to seek a new place for a home. He had a large family, and believed his children would have a better chance of getting a living in a less thickly settled country. Accordingly in 1750, he moved five hundred miles southwest to Buffalo Lick in the valley of the Yadkin River, North Carolina.

Boone's Life on the Yadkin, North Carolina. — Daniel, who was now sixteen years old, here found a hunter's paradise. Buffaloes were plentiful, as



Daniel Boone when a Boy

were also deer, bear, beaver, otter, wild cats, and other animals. His father, farmer and blacksmith, wanted his help at the forge and at the plow, but young Boone spent much of his time in the woods,

hunting. The skins of the animals he killed he shipped to eastern settlements. This was profitable business and not very dangerous, since the nearest Indians, the Catawbias and Cherokees, were friendly, though their enemies, the more distant Shawnees, sometimes gave the whites trouble.

Hunter and
trader

When the French and Indian War broke out, Boone and other settlers on the Yadkin were in danger of attacks from Indians who were allies of the French. In 1755 Boone joined the English troops who marched against the French and Indians at Fort Duquesne. When the British fell into the trap which the Indians had laid for them at Great Meadows, Boone was driving a baggage wagon. He seized his knife, cut the traces of one of his horses, sprang upon the animal's back, and fled. He had a narrow escape from death, but it was one of those times when a miss is as good as a mile.

Boone as
a soldier

While on this campaign, Boone met a man named John Finley, an adventurous hunter. Finley told Boone wonderful tales of plentiful game and adventure to be found beyond the mountains in the wilds of Kentucky. After that Boone, who was now a full-grown man, dreamed only of going to Kentucky. He was at this time about five feet eight inches in height, broad chested, and muscular. He presented a striking appearance with his rosy cheeks, dark hair, and blue eyes.

Tales of
Kentucky

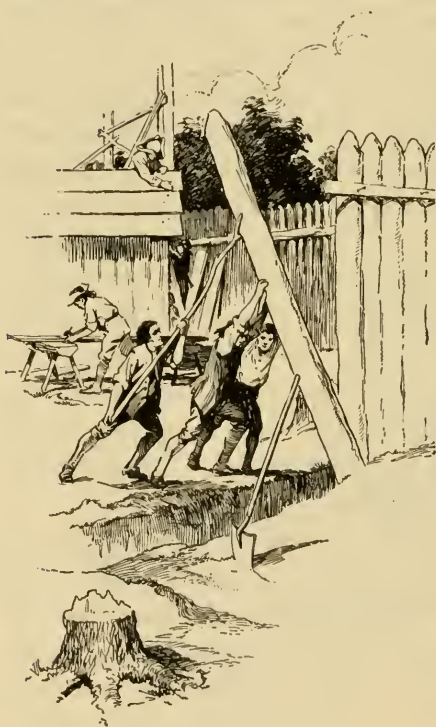
Personal
appearance

Some years were to pass before Boone could make

the westward trip. For, shortly after he came to the Yadkin, he met and loved Rebecca Bryant, the fair, dark-eyed daughter of a neighbor. After they were married, the young couple made their

home in the new settlement, where they reared seven of their nine children. But the call of the wild was strong. Game was becoming scarce in the Yadkin country and the settlers had trouble over their land titles. So Boone turned his thoughts again toward the west, and late in 1767, with his brother, Squire Boone, and another man, made a journey

Call of
the wild



Early Settlers

westward across the Cumberland Mountains. On this trip, though they did not know it, they had entered eastern Kentucky. Severe snowstorms forced them to camp there all winter, and in the

spring, leaving the rich game country with regret, they returned to their homes on the Yadkin.

Trips to Kentucky. Boone Becomes a Pioneer. — A year later, with his brother-in-law Stuart, his old friend Finley, and two other men, Boone started out again for Kentucky. Crossing the Blue Ridge Mountains, they made for Cumberland Gap, and passing through this, reached the upper waters of the Kentucky River. There they built shelters and called the place Station Camp. After a successful hunting season the hunters were captured by hostile Indians and robbed of their furs. They were set free, but shortly afterwards, Stuart, while hunting with Boone one day, disappeared. This mishap caused most of the party to turn homeward. Five years later, Boone found a skeleton in a hollow tree. Beside it lay a powder horn, bearing Stuart's name. Stuart had apparently been wounded by Indians, and had fled to the tree, where he died.

Goes again
to Ken-
tucky

Boone stayed in the wilderness with his brother, Squire, who had come from the Yadkin with supplies. When these were gone, Squire had to return for more, especially for ammunition, sugar, and salt. Boone was alone. He wandered about, often almost starving to death and badly in need of salt, powder, and ball. Several times he was nearly captured by Indians. Once he was surrounded and had his choice of capture, or a leap of sixty feet down a ravine. He took the

Alone in
Kentucky



Boone Escapes from Indians

jump, landed on a tree top, slid down the tree, swam across a stream, and escaped. Every day he had to change his camp. During the summer Squire returned. Another season of good hunting followed, after which the Boones returned home. But they had made up their minds to come back as soon as they could, with their families, and make a settlement.

Boone Settles in West Virginia. — In September, 1773, with a number of families, including his own and a company of forty men, Boone started westward. After the party had reached the Clinch Valley in West Virginia, Boone's oldest son James, who was only sixteen years old, and others of the party, were killed by Shawnee Indians. When this sad news came to the ears of Boone and those of his party who were left, all went back to Virginia and Carolina except the great hunter and his family. They had sold their home on the Yadkin and now settled near the banks of the Clinch.

Hero of
Clinch
Valley

The next summer, Boone was sent to Kentucky by the governor of Virginia, to warn settlers there of an Indian uprising. Then he returned to the Clinch Valley and did wonderful service leading the "Long Knives" (white men) against the Shawnees, who were determined to drive the settlers from the Indian hunting grounds. Indeed, by the efforts of Captain Boone and other brave men like him, the Shawnees were completely defeated. They

were driven beyond the mountains, and the white pioneers had peace for a while.

WHAT TO KNOW

The country in the Northwest was now open to colonists from the east. Soon settlers founded the states between the Alleghenies and the Mississippi River.

Daniel Boone was born in 1734, in Bucks County, Pennsylvania, where he grew up. He was fond of hunting, fishing, and the life of the woods. He received but little education, learning mostly from nature.

On the Yadkin River, North Carolina, at sixteen Boone found a hunter's paradise. He used in trade the skins of the animals he killed.

In 1755, Boone joined the troops marching against Fort Duquesne.

In 1767, Boone, with two others, crossed the mountains and entered eastern Kentucky, where they found much game and suffered great hardships before returning to the Yadkin.

Later while on a visit to Kentucky his brother returned home for supplies and Boone was left alone to face dangers from Indians and wild animals.

In 1773, Boone with a party went westward to settle in Kentucky, but Indian troubles made him decide to remain in the Clinch Valley, West Virginia. Here, Boone led the fight against the Indians and drove them beyond the mountains.

QUESTIONS FOR STUDY

1. What lands were open to settlement when Pontiac was defeated?

2. Where did Boone spend his boyhood? What kind of a boy did Boone's early life make him?

3. Tell a story showing Boone's fondness for the woods.

4. What were Boone's occupations when he lived on the Yadkin?

5. Give an account of Boone's escape from the fight near Fort Duquesne. How did he look at this time?

6. Why did Boone wish to go to Kentucky? Tell the story of Boone's first visit to Kentucky.

7. Tell of Boone's life when he was left alone in Kentucky.

8. Show how Boone became the hero of Clinch Valley, West Virginia.

LESSON XIII

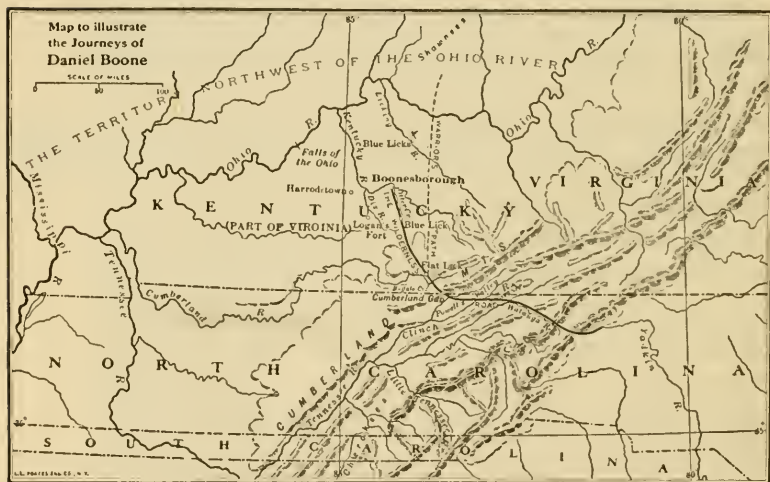
The Wilderness Road. First Settlement in Kentucky. — Early in 1775, Colonel Richard Henderson of North Carolina formed a company for the settlement of Kentucky. By a treaty with the Cherokees, this company obtained a large tract of land between the Kentucky and the Cumberland rivers in exchange for cloth, clothing, ornaments, and guns, worth fifty thousand dollars. This section had been the battle ground of many different Indian tribes, and the chiefs told Boone that a "black cloud hung over this land." The dense forests, also, shut out much of the light of day, and, for these reasons, Kentucky was given the name of the "dark and bloody ground."

Indians
sell the
land

Boone, who had no fear of Indians, was chosen to lead a party for the purpose of making a road through the forest from western North Carolina to the Kentucky River. All went well till the party had passed the Rock Castle River in the southeastern part of Kentucky. Here the way grew very difficult. Through twenty miles of undergrowth and canebrake, the pioneers cut and burned their path. Then, after traveling again

Making of
the Wilder-
ness Road

through the dense forest, they finally came upon acres and acres of meadowland covered with clover in full bloom. Once, when only a few miles from their goal, they were attacked by Indians at night and one of their party was killed. A little later, they came to where Otter Creek enters the Ken-



tucky River. This was a spot picked out for settlement by Boone years before. Behind them for two hundred miles stretched the road they had made, the great Wilderness Road. It was as yet only a trail, but it became the first great highway from the East to the West,—an everlasting monument to the memory of Boone. He was indeed not the first pioneer to enter Kentucky, but was the first to open the way for its settlement.

There in the heart of the Blue Grass region, the town of Boonesborough was laid out. Besides having a fine location, the place furnished plenty of food, for the woods were full of game. There were so many wild turkeys that they seemed like one big flock scattered all through the forest.

Not long after Boonesborough was founded Colonel Henderson went there with a party of settlers. Land was given to all who wished it, and a government was set up. Boone then returned east for his family and when he led the way back to Boonesborough, his brother, Squire Boone, went with him. Other settlers from Pennsylvania, Virginia, and North Carolina soon swelled the number of colonists in Kentucky to almost two hundred. Before the close of 1775, Harrodsburg, Boiling Spring, and other settlements, had been made. Corn had been planted, and cattle, hogs, and chickens brought in. Laws had been framed and a militia formed. Kentucky was started on its way toward becoming a state. But its path was not to be a smooth one.

The next two years (1776-1778) were not bright for the new colony. Just at this time the Revolutionary War was under way, and the British stirred up the Cherokees, Shawnees, and other Indians to wipe out the settlements in Kentucky. At one time, early in 1778, Boone and a number of companions were made prisoners. The Indians took Boone into their tribe and called him Big Turtle.

Boones-
borough

Settlers
come to
Kentucky

Boone
saves the
colony

Through him the other white men's lives were spared. Before long the great hunter was able to outwit the Indians and escape to Boonesborough. Here at the head of the hardy riflemen, he beat back the painted warriors of the wily chief, Black Fish, and Kentucky was saved.

Statesman
and pioneer

His bravery and wisdom in dealing with Indians caused him to be highly thought of by his fellow citizens. So, when the fighting was over, they elected him a member of the legislature, or law-making body of Virginia to which Kentucky belonged. When he returned home several years later, he held several offices in Fayette County, where he lived. For many years, Boone supported himself by trapping animals for the fur trade. Often he was hired to lead new settlers into Kentucky over the Wilderness Road, helping them to find good lands, protecting them against Indians, and supplying them with buffalo meat.

Unfair
treatment
in Ken-
tucky

Boone Settles again in West Virginia. — During the years he lived in Kentucky, Boone laid claim to much land. But as he did not file his claims in writing, other people who did, took all his lands away from him. The unfair treatment he received at last set him against his once beloved hunting ground, and in 1788, he moved to a place where the Great Kanawha River joins the Ohio, in what is now West Virginia. At first he kept a small store, but often acted as guide to new settlers

going westward, and as surveyor of their lands. Later his neighbors sent him to Richmond to represent them among the law makers of Virginia.

Boone Moves to Missouri. — When he returned to the Kanawha Valley he found that game was becoming scarce because settlers were increasing

In the
Kanawha
Valley



Flatboat on the Mississippi

in numbers. “Too crowded! I want more elbow room!” said Boone. So, in 1799 he bade farewell to the Kanawha. Putting his family and as many cattle as he could aboard a flatboat, he floated down the Ohio to the Mississippi into what is now Missouri, then owned by the Spanish. Here he hunted and trapped for a living, and at the same time held office as a judge. The Spanish

A just man

lieutenant governor spoke of him as "a respectable old man, just and impartial." Sometimes he sided with neither party to a quarrel, but bade them "divide the costs and begone."

About ten years before the close of his life he paid all the debts which he had left behind in Kentucky, and then he was, as he said, "square with the world."

A trip to
Wyoming

Boone's Later Years. — In his old age his sight became dim, but when he was eighty years old he made a hunting trip to the far-off Yellowstone region in the present state of Wyoming. With him went his faithful old Indian servant who had promised to bring Boone back living or dead. For the old hunter wished to be buried near the scene of his early triumphs.

Poor but
happy in
old age

Poor in money, but rich in experience and honor, he returned to Missouri, where he lived until his death in September, 1820. Strange to say he hated to see the onward march of settlement toward the Pacific coast, for he loved to roam and hunt alone in the forest. Fortunately for him he did not live to see the great tide of western immigration, which he had been one of the first to lead when he crossed the mountains of western Carolina into Kentucky.

Started
immigra-
tion west-
ward

WHAT TO KNOW

In 1775 Boone was chosen to make a road through the forest from West Virginia to the Kentucky River. Thus he became the first pioneer to open the way for the settlement of Kentucky where he started Boonesborough, its first town. Settlers came there, and other near-by settlements followed. Boone's Wilderness Road was for many years the only land highway to the West.

During the Revolution the English aroused the Indians to wipe out the Kentucky settlements. Under the leadership of Boone, Kentucky was saved.

Later, Boone became a statesman and held public office.

He was treated unfairly in Kentucky and moved near the Kanawha River, West Virginia. As too many settlers came there, he went to Missouri, where he was spoken of as a just man.

He spent his later years hunting and trapping, and died in Missouri when 86 years old. He loved to roam in the forests and hated to see settlements grow up to disturb the wilds of nature.

QUESTIONS FOR STUDY

1. What was Kentucky called? Why?
2. Tell of the purchase of Kentucky land from the Indians.
3. Where was the Wilderness Road? Describe this great road and its making.
4. What was the first settlement in Kentucky called? Why was it a good place to settle? Name other settlements.
5. How were the Kentucky settlements saved from the Indians?
6. Show how Boone was treated unfairly in Kentucky.
7. Tell about his life in the Kanawha Valley.
8. Why did Boone move to Missouri? Tell about his life there.

CHAPTER III

THE AMERICAN REVOLUTION

LESSON XIV

England
interferes
with
colonial
trade

THE REVOLUTIONARY WAR. — Indirect Causes.—To understand the first causes of the Revolutionary War it is necessary to notice how England irritated her American colonies by trying to restrict their trade for more than a hundred years before the War of Independence.

Navigation
laws

From her efforts to help the colonies in the French and Indian War, it might seem as if she were a tender mother defending her children, when necessary, against their enemies. Or, it might seem as if she were interested in them merely because they were Englishmen, and for that reason helping them to keep America from falling into the hands of the French. But England's interest in her colonies was more selfish than this. She valued the Americans chiefly for their usefulness in building up British trade and making English merchants rich. For this purpose the British government made laws called Navigation Acts to regulate colonial trade.

In 1651 Parliament passed a Navigation Act more

severe than any previous one. It provided that trade between England and the colonies could be carried on only in English or in colonial ships. It also required that all kinds of goods which the colonists wished to buy abroad must come from England, and many products which they had to sell, such as tobacco, cotton, lumber, or furs, must be sent to England and nowhere else. Moreover, the colonists might not manufacture things that could be made in England. It is easy to see that British merchants would pay as little as possible for goods which the Americans could sell only in England, and could charge what they wished for goods which Americans were forbidden to buy elsewhere.

During the hundred years that followed 1651 England passed more than twenty-five other Acts of Navigation meant to make English merchants grow rich on American trade. If these laws had been carried out strictly, the colonists would not only have been forced to accept lower prices for their goods, but would also have suffered a great loss of trade with other European countries. Besides, their ship-building interests would have been ruined.

One of the trade laws which affected the New England colonists most was the Sugar Act of 1733. It put a heavy duty on sugar and molasses brought into the colonies from the French islands in the West Indies. The New Englanders had been sending their fish of poorer quality to these islands

and receiving sugar and molasses in exchange. The Sugar Act was meant to destroy this trade and to force the colonists to trade with the British West Indies only.

The American colonists figured that if they obeyed the Sugar Act their loss would be at least a million dollars a year. So they paid no more attention to it than they did to the other Navigation Acts. In other words, they carried on much of their trade by smuggling.

Thus for the greater part of the time from 1651 till George III became king of England in 1760, the colonial trade went along well enough as the Navigation Laws were not enforced. But, with the end of the French and Indian War, a change took place which soon stirred up trouble between the American colonists and the mother country.

Colonial
taxation :
its object

Since 1689, England had been carrying on war with France and was now heavily in debt. To help pay off this debt the king made up his mind to tax his American colonies. He also intended to tax them in order to keep a small standing army in America, to defend the colonists against the Indians. The Americans, however, could not see the matter in the same light as the king did. They had furnished both men and money for the wars and did not feel that they owed England anything. Also they felt quite able to protect themselves against the Indians. Moreover, the charters granted to them by



Resisting Customs Officer

the Crown allowed the colonists the same right of self-government as Englishmen had in England. They believed that a British army in America might be a check on the freedom with which they had governed themselves. This freedom of government had been won at the expense of severe quarrels between royal governors and the law-making bodies elected by the people. The idea of a standing army near at hand

Americans
protest

which the governors could conveniently call upon, made the colonists feel that their liberties were not safe.

How
England
wanted to
raise funds

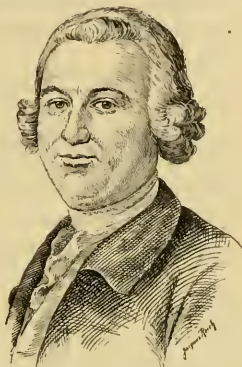
Still, if England needed money, the colonists were willing to give it to her, and only insisted that they be allowed to raise it through their own legislatures. The English Prime Minister, Lord George Grenville, reminded the colonists, however, that during the last French War their assemblies had been very slow to vote men and money unless they were in immediate danger of attack. He said he thought that simply to ask these assemblies for money as before and then wait for them to give it was a very unsatisfactory way to raise funds. He thought the money should be raised by enforcing the trade laws and by taxes put upon the colonists by Parliament.

Writs of
Assistance

His scheme of enforcing the trade laws caused trouble. The goods which the New England merchants smuggled into Boston and other ports, they hid in their homes or in warehouses. Customs officers could not look for such articles without special search warrants, describing the place to be searched and the goods sought for. But in 1761, the British government began to give the officers Writs of Assistance — general permits that allowed them to go into any house and search it from roof to cellar for smuggled articles. Often merchants barred the doors and windows of houses to keep the customs

officers out and went to law to oppose the granting of the writs. One thing that made the enforcement of the trade laws less bearable was the fact that British warships were stationed off the American coast to catch colonial smugglers, who were to be tried in special courts without juries.

James Otis, chief lawyer for the king in Massachusetts at the time, gave up his office rather than support the Writs of Assistance against the protests of the merchants who opposed them. He made a splendid speech against the writs in which he showed that the colonists, having had no part in making the laws that taxed their trade, need not obey them. "Taxation without representation," said he, "is tyranny."



James Otis

James Otis
speaks
against the
writs

WHAT TO KNOW

England valued her colonies because they helped British trade and made English merchants rich.

In 1651, the English government passed a severe Navigation Act which provided that all colonial trade must be carried on only with England. Later other Navigation Acts were added. As England did not try at first to enforce these laws, the colonists smuggled goods from other countries and thus avoided loss of money and trade.

But in 1760 England wanted money to keep a standing army in America and to help pay the debt made by wars with France. So the king decided to enforce the trade laws and tax the colonies.

The Americans protested; they wanted to give the money through their legislatures. England nevertheless granted Writs of Assistance to help carry out the laws that taxed American trade.

James Otis spoke against the writs, saying that taxation without representation in Parliament was tyranny.

QUESTIONS FOR STUDY

1. For what did England value her colonies mostly?
2. Why were navigation laws made? What did the Navigation Act of 1651 provide?
3. How were these laws harmful? Name one of these acts that hurt the New England colonies.
4. What is meant by smuggling? Why did the Americans smuggle goods?
5. Why did George III decide to tax the colonists? Why did the colonists object?
6. How did the colonies wish to raise money for the mother country? How did England believe the money should be raised?
7. What were Writs of Assistance for?
8. Why did Otis oppose the writs and unjust taxation?

LESSON XV

Direct Causes. — Then the Prime Minister

Stamp tax
proposed



Stamps

thought that rather than enforce the trade laws, a direct tax by means of stamps would be a much easier way to raise money from the colonies. So he proposed a bill in

Parliament that required the colonists to print their

newspapers on stamped paper, and to put stamps, ranging from a few cents to thirty dollars, on almanacs, deeds to land, wills, and all other legal papers. No search warrants were necessary to enforce a stamp act, for the people must use the stamps to make their documents legal or to enable them even to print their newspapers. But the Prime Minister found that Otis's argument was just as strong against any form of tax. The stamp duty which was proposed won the opposition, moreover, not only of New England but of all the other colonies as well. They were all equally affected by it, and objected to it on the ground that they had not had any voice in imposing it upon themselves.

Resistance to the Stamp Act. — The Stamp Act was passed by Parliament early in 1765. To make the purchase of stamps more acceptable to the colonists, Parliament saw to it that all the stamp sellers were Americans. But the colonists were no better pleased with the tax on this account. They clung to the statement that as they were not represented in Parliament that body could not tax them. Samuel Adams, the "Father of the Revolution," one of the foremost citizens of Boston at the time, put this idea into the form of resolutions adopted by the Boston town meeting and afterward by the assembly of Massachusetts. Similar resolutions were adopted by the assemblies of Connecticut, New York, Pennsylvania, Virginia, and South Carolina.

No taxation
without
representation

Patrick
Henry
denounces
Stamp Act

Patrick Henry, then one of the leading members of the Virginia House of Burgesses, denounced the Stamp Act in a strong speech in which he said that no one had a right to tax the colonies but themselves. He closed his speech with a warning to George III to beware of the fate of Julius Cæsar and Charles I, who had lost their lives through their high-handed tyranny. His ringing words showed that a strong feeling against England was rising in the colonies.

Lives of Samuel Adams and Patrick Henry. — In any story of the American Revolution an account of the lives of Samuel Adams and Patrick Henry must come near the beginning, for they, more than any other men, helped to begin the contest of the colonies with the mother country. Their words and influence encouraged the patriots of Massachusetts and Virginia in their opposition to England, from the time the Stamp Act was passed till the close of the Revolution.

“Father of
the Revolution”

Early
training

SAMUEL ADAMS. — Samuel Adams has well been called the “Father of the Revolution.” He was born in 1722 of well-to-do parents. He was early put under the instruction of a Mr. Lovell, a celebrated teacher of the Boston grammar school. In this way he prepared for admission to Harvard college, from which he graduated at eighteen. At college he was a serious boy, a hard worker, prompt in his student duties, but not much given to the

companionship of his fellow pupils. He prepared himself to become a clergyman; though instead of following this calling, he went into business with his father. But the coming trouble between England and her colonies took up his time from 1763 on. In 1763, news came that England proposed to tax the colonies and let Parliament spend the money. The people of Boston immediately prepared to oppose such taxation. They wished their representatives in the Massachusetts legislature to



Samuel Adams's Speech to Governor Hutchinson

take action against it, and asked Samuel Adams to draw up instructions for their lawmakers to follow.

Adams, in the papers he drew up, wrote openly

Writes
against
taxation

that England had no right to tax the colonists without their consent; that Parliament was not the highest lawmaking power for the colonies, and that the colonists should form a union to oppose England's designs against them. Adams also wrote paragraphs for the newspapers on the same subjects, and essays that stirred the colonists to think seriously of their rights and how to keep England from taking those rights away from them.

Has sol-
diers re-
moved
from
Boston

When some citizens of Boston were killed by British soldiers in 1770, Samuel Adams was put at the head of a committee to ask Governor Hutchinson to remove the regulars from the town. The governor objected at first, but when the determined chairman told him that the people of Boston were holding a meeting and waiting for an answer, he at once had the soldiers removed.

Forms
committees
of corre-
spondence

Several years later the governor thought it wise to take his salary from the king rather than from the people. This displeased the colonists, for they saw that he would give little attention to their wishes if they did not control his salary; so they protested, but without avail. Then Adams proposed a step that led to the speedy union of the colonies. He suggested a Committee of Correspondence to inform other towns of Massachusetts that the citizens of Boston thought their rights were being taken from them and asking those towns to say what they thought of the matter.

It was not long after this that Committees of Correspondence were established between the colonies, — a long step toward bringing about the first meeting of the Continental Congress and an advance toward union of the colonies.

When General Gage came from England to become governor of Massachusetts, he thought it wise to offer Adams money if he would cease to oppose the king. The great patriot was very angry at this. He bade General Gage's messenger carry back his reply exactly as he gave it. Said he, "I trust that I have long since made my peace with the King of Kings. No personal consideration shall induce me to abandon the righteous cause of my country. Tell Governor Gage it is the advice of Samuel Adams to him no longer to insult the feelings of an exasperated people." When taxed tea was sent to the port of Boston it was Adams who led the meeting against the landing of the tea, and who gave the signal for spilling it into the harbor.

**Refuses to
be bribed**

Samuel Adams usually spoke to meetings of the common people, but he also caused rich and influential citizens to join the patriot movement. One day he was walking along a street in Boston with John Adams. They passed the mansion of John Hancock, one of the richest citizens. Pointing to the house, Samuel Adams said, "I have done a very good thing for our cause in the course of the past

**Causes
John Han-
cock to join
patriots**

week by enlisting in it the master of that house.



John Hancock's Mansion

At the first
Continental
Congress

He is well disposed and has great riches and we can give him consequence to enjoy them."

In 1774, the citizens of Boston sent Mr. Adams to the Continental Congress, where he

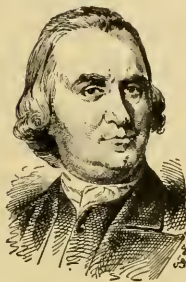
continued to work hard for the cause of liberty. He was a speaker whom people listened to with breathless interest from the beginning of a speech to the end, and his words generally gave his hearers weighty matters to think about. He was a man of muscular build and erect carriage, with light blue eyes and fair complexion. Besides his fine appearance and his power as a speaker, Mr. Adams was a man of splendid character. Old strict Puritan days were over, but he lived as severely and simply as the men of those times. He was very religious and he loved to sing sacred songs.

Influence
and public
life

The people of Massachusetts remembered his great services to the cause of liberty and rewarded him with office. In 1787, he was sent from Massachusetts as delegate to the convention that framed our

Constitution. From 1789 to 1794 he was lieutenant governor of Massachusetts, and from 1795 to 1797 he was its governor.

Samuel Adams had made the first move toward the American Revolution. His influence in the struggle for independence was perhaps greater and better than that of any other man. He lived to see the successful close of the war and the colonies grow into a strong young nation. His death occurred in his 81st year, in 1803.



Samuel Adams

WHAT TO KNOW

In 1765, England passed the Stamp Act, a direct tax which she believed would be easier to enforce than the trade laws and would be more fair, as all the colonies would be taxed.

The colonists objected to any form of tax, and Samuel Adams's written resolutions against the stamp duty were adopted. Patrick Henry also denounced it, warning the king against acts of tyranny.

Samuel Adams, Father of the Revolution, lived from 1722-1803. In his youth he was studious and graduated from Harvard college. He went into business and then into public life.

He was a man of strict honesty, with a fine appearance and great power as a speaker.

He denied England's right to tax the colonies, and proposed colonial union to oppose England. He formed Committees of Correspondence between the towns in Massachusetts; later similar committees were established between the colonies. He gave the signal for destroying taxed tea in Boston.

He caused John Hancock to join the patriots. He was sent to the Continental Congresses and worked hard for the cause of liberty.

QUESTIONS FOR STUDY

1. What kind of a tax was the Stamp Act? What was the purpose of this tax?
2. Why did the colonists object to this act?
3. What two leaders spoke against the stamp tax?
4. What was Adams called? Why?
5. Give an account of his early life.
6. Give three resolutions Adams wrote opposed to taxation. What did Adams form that helped the colonies toward union?
7. Mention some other ways in which Adams helped along the American cause.
8. Describe his character and appearance.

LESSON XVI

Birth and
boyhood

PATRICK HENRY. — Patrick Henry had, to



Patrick Henry

use his own words, "alone, unadvised, and unassisted," dared to begin in Virginia the fight for American liberty. He was born in Hanover County, Virginia, in 1736. On both his father's and his mother's sides, his ancestors were refined and educated people. Yet, strange to say, as a

boy, Patrick did not care much for learning. He found it much more pleasant to lie for hours fishing from the green bank of some quiet stream or to roam in the woods free as the birds or animals he hunted.

His father thought to make him more studious by the frequent use of the birch rod. But such punishments were of no avail. One day when Patrick had been well punished, he ran away in the company of a colored boy. It was such a trip as boys nowadays dream of, with rod and gun, and a violin to while away spare moments. For three weeks Patrick and his companion tramped the woods. They were so happy that Patrick forgot even to wash his face. Then, believing that his father's anger had cooled, Patrick returned home to continue his life heedless of books. However, his father and his uncle looked after his instruction at home so well that when he was fifteen years old, he could read and write and was very good at figures. He also had some knowl- **Education**
edge of Latin and Greek. That he afterward turned out to be a man of splendid character, was largely due to his uncle. "He taught me," said Henry afterwards, "to be true and just in all my dealings; to bear no malice nor hatred in my heart; to keep my hands from picking and stealing; not to covet other men's goods but to learn and labor truly to get my own living and to do my duty in that state of life into which it had pleased God to call me."

The first part of Henry's life seems to have been

Early failures mostly a failure. At fifteen his father put him to work in a country store, and the next year set him up in business for himself, with his brother William as a partner. Henry was such a poor merchant that he trusted everybody, taking in little cash. One year of such shopkeeping brought failure to the brothers.

When Patrick was only eighteen years old, he married, although he had no other employment than playing his violin at country dances. The young couple were almost penniless, but their parents bought them a little farm, with a few slaves to help work it. Henry could not make farming pay either, and a few years afterwards sold some of the slaves, expecting to buy another country store. This venture was no more successful than those that had gone before. Then it was, at twenty-four years of age, that Patrick turned to the law. After six or eight months' study he went up to Williamsburg, to take the examination for the bar. He was at this time a tall, raw-boned, and shabbily dressed young man. His examiners were not well impressed with his knowledge, but on his promise to improve himself, he received the necessary permission to practice.

Successful as a lawyer Henry soon proved to be an able lawyer. Returning to his native county, he was so successful that in little more than three years he received fees for over a thousand cases. Up to this time, however, he had not attracted much attention, but Virginia

was now to find out with surprise the talent of the young lawyer from Hanover County.

Some clergymen had brought suit against the colony for their salaries. For many years they had been paid for their services in tobacco under a law approved by the king; but by a new law the "parsons," as they were called, were obliged to take almost worthless paper money for pay, and so they brought suit to have this hateful law set aside. Henry was on the side against the parsons. His father was one of the judges of the court, where the case came up. From far and near people came on the appointed day to hear the case tried. The lawyers for the parsons first presented their case, and then came Henry's turn to speak.

The "parsons'" case

He began in a very hesitating manner. People listening, looked annoyed at his halting words and unsteady voice. His father appeared keenly ashamed of him. But lo! a change seemed to come over him as he went on. His voice grew stronger and his whole soul seemed to enter into his arguments. His hearers were first surprised and then entranced. In twenty minutes they were spellbound. Every eye was fixed on him, every ear strained to hear the wonderful power of his speech. His father, overcome with pride, shed tears of joy. The parsons' cause was lost, but Henry had won a place among the great men of Virginia. After his speech some of the audience raised him upon their shoulders

A speaker
and a hero

and carried him about the courthouse grounds, hailing him as an orator and as a citizen to be proud of. Two years later he was elected to the legisla-



"Raised him upon their shoulders"

ture, and began his public life in which he was to rank as one of America's greatest patriots.

Elected a
lawmaker

When he entered the assembly of his state, the people of the colonies were just considering what they should do about the stamp tax. As a new-

comer, Henry was expected to follow the lead of the older members, but when he saw that they did not dare to say anything that might offend the king he decided to act on his own account. Hastily taking a blank page from a law book, he wrote seven resolutions against "taxation without representation." When he read them aloud, the members about him were amazed at his boldness and afraid that they, with him, would have to answer for it to the Crown. A heated debate followed. Henry argued alone against the learned lawyers and members of the assembly who opposed him. As he warmed up to his subject some of the members went out; others listened breathlessly. What was their horror to hear him cry out, "Cæsar had his Brutus, Charles the First his Cromwell, and George the Third — " They could bear no more. "Treason!" shouted the Speaker of the House. "Treason! Treason!" echoed on all sides. — "may profit by their example," added Henry in the hush that followed. "If that be treason, make the most of it."

His answer
to the
stamp tax

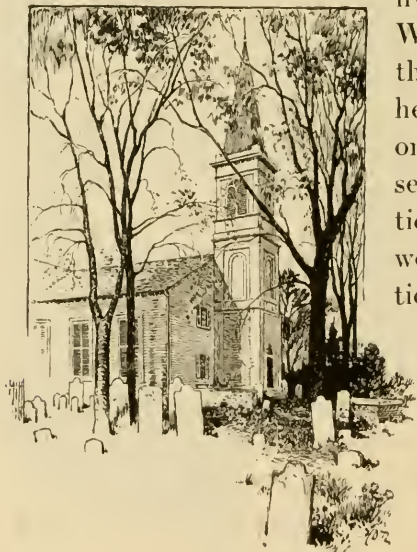
A vote was taken. Five of the resolutions were adopted by the assembly. Scarcely had Henry sat down when couriers were on their way to all the colonies with copies of his resolutions. These were printed in all the newspapers and accepted everywhere as the answer of the colonists to the Stamp Act. They were the "signal for a general outcry over the continent," wrote General Gage.

A champion
of all the
colonies

commander of the British soldiers in Boston, to the English government. Patrick Henry had kindled a spark in Virginia that was one day to end in a blaze of liberty for all America. Thenceforward he was the champion not of Virginia only, but of all the colonies.

In 1773, Henry was made a member of the Virginia Committee of Correspondence to help spread the cause of independence from colony to colony. A year later he was a member of the First Conti-

Speech at
First Con-
tinental
Congress



St. John's Church, Richmond

ental Congress. While making one of the opening speeches, he declared the colonies to be no longer separate, but one nation, in the famous words, "The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian but an American."

Not many months after this he attended the Revolutionary Convention of Virginia held at St. John's Church, Richmond. Many of

the members wished to try by all means to keep peace between England and her colonies. Patrick Henry saw that there could be no honorable peace as long as the mother country denied to Americans the liberties of English citizens, especially the right to tax themselves. Talk of peace without liberty roused him to one of the greatest speeches the world has ever heard. Said he in part, "I have but one lamp by which my feet are guided and that is the lamp of experience. I know of no way of judging of the future but by the past." . . . "Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded:" . . . "If we mean not basely to abandon the noble struggle in which we have been so long engaged and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, — we must fight! I repeat it, sir, — we must fight! An appeal to arms, and to the God of hosts, is all that is left us." "There is no retreat but in submission and slavery. Our chains are forged. Their clanking may be heard on the plains of Boston. The war is inevitable. And let it come! I repeat it, sir, let it come! . . .

"Gentlemen may cry peace, but there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms. Our brethren are already in the field. Why stand we here idle? What is it

His greatest speech

Judges future by the past

Urges war

"Liberty
or death"

that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty, or give me death!"

His words
come true

As he said the last words he plunged an imaginary dagger into his heart. His words and his motion told the truth. It was too late for peace, and the time for action had arrived. British hands were already at the throat of American liberties. Concord Bridge and Lexington had already seen the death struggle of patriot and redcoat. The Revolutionary War had begun.

As soldier
and states-
man

At the opening of the Revolution, Patrick Henry commanded the militia of Hanover County, Virginia, but, retiring from this command, he was three times governor of his state from 1776 to 1779, and after the war twice again.

His old age

Broken down in health, Henry was forced to leave public life and the practice of law in 1794. Peacefully he spent the remaining years of his life on his estate at Red Hill, Charlotte County, Virginia.

Refuses
office

Washington and Adams both tried to persuade him to enter public life again, but, though he was willing to serve, age and infirmity prevented. For, although elected to the senate of Virginia, death had claimed him before he could take his seat as a lawmaker.

His was a life begun in failure and ended in triumph. Sadly and deeply did his fellow country-

men mourn him. And well may Virginia and the whole nation be proud of the splendid courage of Patrick Henry, the great orator, statesman, and patriot.

WHAT TO KNOW

Patrick Henry was an orator, statesman, and patriot of the Revolution. He urged the Americans to fight for freedom.

As a boy he was not fond of learning but liked outdoor life. His father and uncle saw that his education was not neglected.

The first part of his life as merchant, farmer, and storekeeper was mostly a failure. At 24 he became a lawyer. In the "parsons' case" he showed his talent for speaking, and won a place among the great men of Virginia.

After this success he went into public service. His speech in the Virginia Assembly against the Stamp Act roused all the colonists to action. At the First Continental Congress he declared the colonies not separate but one nation. In his greatest speech Henry urged war, saying that peace for America was not possible without the same liberties for Americans as for Englishmen. "Liberty or death" was his motto.

He commanded the Virginia militia in 1775. Then he became governor of Virginia, and was reelected five times to that office.

His ill health forced him out of public service in 1794. He lived from 1732 to 1799.

QUESTIONS FOR STUDY

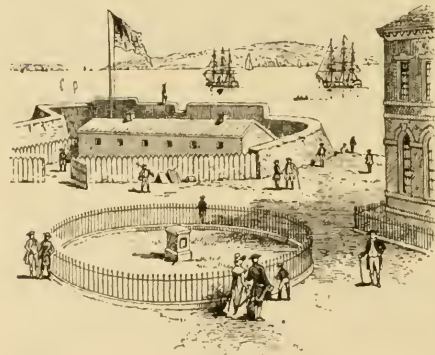
1. Why is Patrick Henry remembered?
2. Tell about his boyhood.
3. What did his uncle teach him that helped to make him the kind of man he was?
4. Give an account of his early failures.
5. How did he first show his talent as a lawyer?
6. What was Henry's answer to the Stamp Act?
7. What does he urge in his greatest speech? Why? What words showed how much he valued liberty?
8. Tell about his life as a soldier and statesman.

LESSON XVII

Stamp Act
Congress

THE STAMP ACT. — The king soon saw that the speeches of Patrick Henry and Samuel Adams against the Stamp Act had thoroughly roused the colonies to opposition. Massachusetts invited the other colonies to hold a congress to discuss the tax on stamps, and make up their minds what to do about it. Accordingly delegates from nine colonies met at New York in October, 1765, and sent a protest against the act to Parliament and to the king.

New York
resists
stamp tax



Battery

October, 1765, a ship arrived bringing a cargo of the hated stamps. As she cast anchor, people watching at the Battery hissed and hooted at her. At night notices were posted

through the town warning any man who distributed or made use of stamped paper to “take care of his house, person, and effects.” This warning was heeded. No one would receive the stamps, and they

had to be kept in the fort until they were needed. As the first of November approached, excitement increased in the town. On that day the stamp tax would go into effect and the people were determined that it should not be obeyed. They paraded the



Resisting the Stamp Act in New York City

streets, singing patriotic songs and beating muffled drums. At the same time they threatened injury to any one who might use stamps or stamped paper. In the evening, at a great meeting of prominent merchants held in the City Arms Tavern, all agreed not to import goods from England until that country

Non-importation Act

should repeal the Stamp Act. A committee was also appointed at this meeting to induce other cities to cease importing English goods for the same length of time. So, many merchants throughout the colonies entered into agreements not to trade with England until the hated stamp tax should be repealed. Many workingmen in England, therefore, were put out of work and English merchants begged Parliament to repeal the law.

Sons of Liberty destroy stamps

Nowhere in the colonies was the law permitted to go into effect. The Sons of Liberty — societies of workingmen — took care that boxes of stamped paper sent from England were thrown overboard or burned. They obliged the stamp sellers to give up their positions before the day on which the act was to go into force. For a while some of the newspapers were not printed, as there was no stamped paper to be had, and indeed the printers would not have used it anyway. It was not long, however, before they were again printed on unstamped paper and sent out without stamps. Lawyers, too, agreed to use legal papers without stamps. Many of the members of the English Parliament had not favored the Act, among them, William Pitt and Edmund Burke. Most of the members saw that only an army of soldiers could make the colonists obey, and that the use of force was likely to mean bloodshed. So in March, 1766, Parliament repealed the Stamp

Colonies will not use stamps

Act. At the same time it passed another law called the Declaratory Act, which stated that Parliament had the right to tax the Americans at any time and in any way it chose.

Stamp Act
repealed

Declaratory
Act



Sons of Liberty

On a June day in 1766, — the king's birthday, — the Sons of Liberty set up a "liberty pole" to celebrate the repeal of the Stamp Act. Upon the flag at the top of the pole were the words, "The King, Pitt, Liberty." Besides this, they

Sons of
Liberty
celebrate
the repeal

held a feast on the common and at night lighted bonfires and illuminations.

The soldiers in the city and the loyalists among the Americans thought the pole and its flag were an insult to the king, and two months later chopped it down. Within the next four years several more liberty poles were set up by the patriots and cut down by the soldiers. When the last one was felled, in January, 1770, the pieces were thrown before the door of Montague Tavern, where the Sons of Liberty met and were sure to see the ruin of their pole. This angered the townspeople so that the next day they held a mass meeting on the common. At this meeting they resolved that soldiers must not appear armed on the streets nor leave their quarters after roll call. Soldiers then posted up placards about the city insulting the Sons of Liberty. Several caught doing this were taken before the mayor. A street fight followed between soldiers and citizens at Golden Hill, located where Cliff Street now joins Fulton Street with Maiden Lane. In the fight, a sailor was fatally wounded with a bayonet. Before the town quieted down again, two days later, several more people were seriously injured. This was about two months before the Boston Massacre.

Golden
Hill

Other Direct Causes of the War. — The colonists were so happy over the repeal of the Stamp Act that they did not pay much attention to the De-

claratory Act. But the next year they had reason to feel its force. Charles Townshend, one of the king's ministers, thought that he could settle the colonial question once for all, make England's power supreme in America, and prevent the colonists from further resisting taxation by Parliament. Accordingly he brought before that body a number of acts that made the colonists more angry than ever. These acts were passed and placed duties on paper, paint, glass, and tea; and on wine, oil, and fruits, — if they were sent directly from Spain and Portugal to the colonies. British officers were to be sent to Boston to see that the duties were paid. Writs of Assistance were to be declared legal. The salaries of the customs officers and of governors, judges, and crown lawyers were to be paid out of the funds collected by taxation. But these officers were to be independent of the colonists. Part of the money raised was to be used in maintaining British soldiers in the colonies, and what was left in bribing Americans to be on the king's side.

The Townshend Acts

These laws, called the Townshend Acts, were passed in June, 1767. Again the colonies refused to obey Parliament. Again the Americans declared that they would not pay taxes not laid upon them by their own representatives. Merchants once more agreed not to import the taxed articles from England. Tea, above all, they would not buy, but smuggled what they needed from Holland.

Colonists resist these acts also

England found that the taxes could not be collected, especially in Boston. Townshend had died a few weeks after his acts were passed by Parliament, and Lord North, a friend to King George's plans, became prime minister. The king, who could easily get Lord North to do anything, now had his own way about the treatment of the colonies. When he was a boy, his mother used to say to him, "George, be king," meaning that he should not let his minister rule for him.

Now he was going to show the American colonists that he really was king and could tax them, and make them pay the tax, too.

WHAT TO KNOW

The speeches of Adams and Henry against the Stamp Act roused the colonists to opposition.

The Stamp Act Congress met in New York in 1765 and sent a protest to the king.

In New York the stamps were not received. Sons of Liberty, societies of workingmen, in the colonies burned the stamps or threw them overboard and made the stamp sellers give up their positions.

The colonists also decided they would buy no goods from England till the Stamp Act was repealed. This non-importation act affected British merchants, who also begged Parliament to repeal it.

The colonists refused to use stamps at all, and when England saw she could not make the colonists obey without bloodshed she repealed the Act but passed the Declaratory Act, declaring that Parliament had the right to tax the colonies as she pleased.

In 1767, the Townshend Acts were passed which placed duties on paper, paint, glass, and tea. These were indirect taxes, and so the king thought the colonies would not object, but they did.

QUESTIONS FOR STUDY

1. What did the Stamp Act Congress do?
2. Tell how New York and other colonies resisted the Stamp Act.
3. What was the Non-importation Act? Why did English merchants wish the Stamp Act repealed?
4. Why was the Stamp Act repealed? When?
5. What was the Declaratory Act? How did the Sons of Liberty celebrate the repeal of the Stamp Act?
6. Give an account of the incident at Golden Hill.
7. What were the Townshend Acts? What was the money raised by these Acts to be used for?

LESSON XVIII

The King Vainly Tries to Force Obedience.— Soon the people of Massachusetts made the king very angry, for their assembly petitioned him to have the Townshend Acts repealed. It wrote letters to several British government officers on the subject, and sent circular letters to the other colonies, seeking advice on what was best to do about the hated laws. All these papers were the work of Samuel Adams. King George made up his mind to seize both Adams and Otis and have them sent to England for trial as traitors. He also sent soldiers to



British Soldier

Sends soldiers to seize Adams and Otis

Boston to protect the lives of his customs officers and to help them in enforcing the law. The soldiers arrived in the fall of 1768. A fleet of warships entered the harbor, too, and lay with their guns pointing toward the town, ready for instant use. The colonists had resisted the Stamp Act and had won, so they kept up their opposition to the Townshend Acts and to the quartering of troops in Boston, hoping to make the British government yield again.

About this time several events happened that made matters still worse. James Otis in a dispute with some British officers was struck over the head with a sword. He was so badly wounded that he afterwards became insane. This helped to raise the temper of the people against the soldiers, whom they called "bloody-backs," "scoundrels in red," and "red coats."

Soldiers
make Otis
insane

There was much ill feeling on both sides when, one evening early in March, 1770, a crowd of men and boys in Boston, armed with clubs, snowballs, and stones threatened a guard of eight soldiers, daring them to shoot. At last some one struck one of the soldiers, who thereupon fired at the crowd. Six others of the guard fired, and when the smoke had cleared away, four colonists were dead and seven wounded. The Boston Massacre, as this was called, caused great excitement in Boston. The next day Samuel Adams was instructed by the citizens in town meeting to demand that the gov-

Boston
Massacre

ernor remove all the soldiers to an island in Boston harbor. The governor did so. The soldiers who had done the shooting were immediately arrested and were soon brought to trial. They were de-

Soldiers
removed
from
Boston



Boston Massacre

fended by John Adams and Josiah Quincy and were all acquitted except two, who received light punishment.

By the removal of the soldiers from Boston, the patriots had won another point against England. Soon they had further cause to be glad, for in April of the same year all the Townshend duties were taken off except that on tea. Still the colonists

Townshend
duties re-
moved ex-
cept on tea

Colonists
angry over
tea tax

were not satisfied. They had at first claimed that England could not tax them by a direct duty like the Stamp Act, but after the passage of the Townshend Acts, they denied the right of the English government to tax them at all, directly or indirectly. They believed the tea tax but a trick to uphold Parliament's claim to the right of taxing them. They would never agree, they said, to taxation without representation in Parliament. But most of the people in England at the time felt that Parliament had full power to make laws of any kind for the colonies. They said that if Parliament could pass a law to take the life of a colonist for murder, it could certainly pass a law to tax his property.

Patriots
favor war

Causes that Hurried on the War. — There were already a number of the Americans like Samuel Adams, who were bent on having the colonies independent of the mother country. They believed that English rule would always be oppressive. They did not believe there was any way to settle the trouble between England and the colonies except by American independence, and they knew that England would not allow this without war.

King favors
severity

There was no open break between England and her colonies for four more years. It became clearer each day to the king, however, that the colony of Massachusetts, at least, was in rebellion. It was plain that if the colonies were not to form a union and be lost, harsh methods would have to be used

instead of giving in to them as in the repeal of the Stamp Act and the Townshend duties. This was soon made very plain to the king by an event that happened in Rhode Island.

In 1772, a ship called the *Gaspee*, used by English customs officers, ran aground in Narragansett Bay. There she was set afire by Americans and burned. When the English government demanded that the guilty persons be sent to England for trial, the chief justice of Rhode Island would not obey. England saw that rebellion was growing. In the same year an order came from England putting all Massachusetts judges in the king's pay. The people asked their governor to call a special session of the Massachusetts assembly to take some action against having the judges under the control of the king, but this he would not do.

The *Gas-
pee* burned

Judges put
in the
king's pay

Steps toward Union. — Then Samuel Adams proposed "Committees of Correspondence," for the towns of Massachusetts. These committees were to keep the towns informed by letter what they thought about events and what plans they considered it wise to follow in dealing with Parliament and the king. The committees of correspondence went a long way toward bringing about the union of the colonies. Early in the next year (1773), Dabney Carr of Virginia succeeded in getting that colony to propose committees for correspondence between the various colonies. These

Commit-
tees of Cor-
respond-
ence

were formed, and they prepared the way for the Continental Congress which was to follow two years later. This movement alarmed the English government, which realized that if the colonies were to be brought to submission, they must be kept separate.

King
alarmed at
steps to-
ward union

But events now occurred that dashed all hopes of winning the other colonies from the support of Massachusetts and hurried on the war.

Colonists
smuggle
tea

The Tea Tax. — When the colonists saw that all the duties were removed from paper, paint, glass, and lead, but that the threepence a pound duty on tea had been left, they agreed not to import any tea from England. All that they needed they could smuggle from Holland. It is true that this cost them more than English tea, but they were satisfied to pay more rather than submit to be taxed by a law not made with their consent.

Taxed tea
sent to
America

The East India Company, which brought the tea from India, found that their warehouses were filling up with tea and that Americans would not purchase it. Expenses were going on just the same, and something must be done to save the tea trade with the colonies. The British government came to the rescue and ordered the tea to be sent to the colonies. It was to be shipped to New York, Boston, Philadelphia, and Charleston. In each of these places men were named to receive the tea and offer it for sale.

WHAT TO KNOW

Massachusetts petitioned the king to repeal the Townshend Acts; instead, the king sent soldiers to Boston to enforce them.

An English officer struck Otis and made him insane. People were much aroused by this and by the Boston Massacre.

Adams succeeded in having the British soldiers removed from Boston. Thus the patriots won another point against England.

Then all the duties except that on tea were taken off. The colonists were angry over the tea tax and believed this tax remained simply because Parliament wished to show its right to tax them.

Rebellion grew. In 1772 the colonists burned the Gaspee. The king thought stern treatment was needed.

A number of patriots favored war to settle the trouble between England and her colonies over taxation.

Committees of Correspondence proposed by Adams helped to bring about the union of the colonies. The king was alarmed at these steps.

Patriots agreed not to import tea from England but to smuggle it from Holland. Therefore tea piled up in English storehouses. Finally the king ordered it shipped to American ports for sale.

QUESTIONS FOR STUDY

1. How did the king try to enforce the Townshend Acts?
2. Tell about the Boston Massacre. What did the colonists in Massachusetts gain as a result of this massacre?
3. Which of the Townshend duties were repealed? Why were the colonists angry over the tea tax?
4. Why did some patriots favor war? How did the king think the growing rebellion in the colonies should be stopped?
5. Tell about the burning of the Gaspee.
6. Why did Adams propose committees of correspondence? Why did the work of these committees alarm the king?
7. Why did not the king repeal the tax on tea?
8. Why did England order taxed tea sent to America?

LESSON XIX

Colonists' Attitude on Taxed Tea.—At once the colonists took steps to block the king's plan to force them to pay the tea tax. In all of the towns where tea was sent, except Boston, the colonists frightened the men who were to receive the tea into giving up their offices. The ship sent to Philadelphia was obliged to return to England with the tea. At Charleston, no one would receive the tea or pay duty on it, so it was put into a damp cellar, where it lay until it was ruined.

Many towns refuse the tea
Tea trouble in New York
New York City, too, had trouble over the tea. When news reached New York that a tea ship, the *Nancy*, would arrive late in November, 1773, most of the citizens were aroused. A number of men calling themselves the Mohawks, helped by the Sons of Liberty, prepared to receive the *Nancy*, which, delayed by bad weather, did not arrive till the middle of April, 1774.

Nancy not allowed to land
A committee of the Sons of Liberty met the ship at Sandy Hook. There they compelled the captain to cast anchor and saw to it that the crew was not allowed to come ashore. Soon another boat, the *London*, hove in sight. As her captain said he had no tea aboard he was allowed to take his ship to its wharf. Later the committee of the Sons of Liberty held a meeting in Fraunces Tavern, at the southeast corner of Pearl and Broad streets.

and decided that the London did have tea aboard. Then they informed the captain that they were going to open all the boxes he carried to hunt for it. At length he confessed that his ship carried eighteen chests of tea. These were promptly removed from the vessel and thrown into the harbor.

London's
tea thrown
into the
sea

In a few days, the captain of the Nancy was ready to take his ship with the tea it had brought, back to England. With him went Captain Chambers of the London, who had found New York an unsafe place since he had told the falsehood about the tea in his ship. As the two captains departed, joy filled the hearts of the citizens. Ships in the harbor were decked with flags. Bells were rung and the liberty pole was gayly decorated with bunting. At its foot, cannon boomed the triumph of the people over taxed tea, a "taxation without representation."

Both ships
sent back
to England

When the tea ships arrived at Boston, they were not allowed to unload their cargoes, but with Governor Hutchinson's consent were put under a guard of citizens.

In accordance with British law, these ships must land their tea within twenty days or else the king's customs officers could unload it. The Boston patriots knew that it would be very hard to get the consent either of the governor or the collector of the port to allow the tea ships to sail back to England with the tea aboard. They knew, too, that the customs officers would land the tea unless something could be done

to prevent them from so doing. In their excitement they asked the advice of other Massachusetts towns. All replied that the tea must not be landed. Day after day passed until the twentieth day arrived. On that day, in December, 1773, seven thousand persons met in the Old South Meeting House to talk over plans for sending the tea back to England.

Boston
meeting
against
landing
the tea

Samuel Adams conducted the meeting. From ten o'clock in the morning the audience listened to speeches against permitting the landing of the tea. During the day the owner of the ships was sent to the governor's house to ask permission to take his cargo back to England. Patiently the meeting waited for the governor's answer. Night came, and with it the owner of the tea ships returned. He brought news that the governor had refused him a pass for the ships. Every one knew then that he intended to land the tea in Boston the next morning.

The Boston
Tea Party

Suddenly Samuel Adams arose and said, "This meeting can do nothing more to save the country." These words had evidently been arranged upon beforehand as a signal, for when Adams had uttered them, a war whoop was heard outside the building and forty men disguised as Indians, with hatchets in their hands, ran toward the wharf where the tea ships lay. Hurrying on board, these men quickly brought the boxes of tea on deck, chopped them open, and in three hours had emptied the tea into Boston harbor. Tea worth seventy-five

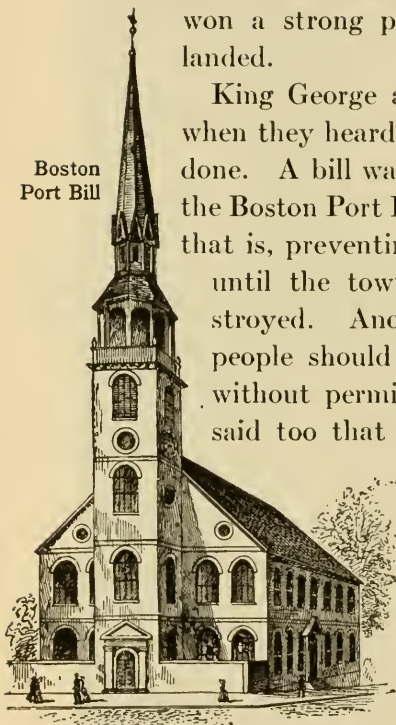


Boston Tea Party

thousand dollars was destroyed. The patriots had won a strong point — the tea had not been landed.

King George and his ministers were furious when they heard what the Boston patriots had done. A bill was passed by Parliament, called the Boston Port Bill, closing the port of Boston, that is, preventing ships from going in or out, until the town should pay for the tea destroyed. Another bill provided that the people should hold no more town meetings without permission from the governor. It said too that he should appoint judges and other officers. Soldiers were brought into Boston again and their commander, Thomas Gage, became military governor of the colony. He was a mild man, and the people of Massachusetts did not mind his presence in Boston.

Boston
Port Bill



Old South Meeting House

Boston
under
military
rule

Boston soon began to suffer from the stopping of her trade, but the people of the surrounding country and of the other colonies sent food, clothing, and money. So the British government could not starve the people of Boston into paying for the tea. Massachusetts now felt that it was time to call on the other colonies to help against England, and asked

The other
colonies aid
Boston

them to send delegates to a congress. The idea was to make common cause against the king and Parliament, who were trying to keep Massachusetts apart from the other colonies, by treating her more harshly.

The First Continental Congress. — Accordingly, all the colonies, except Georgia, sent delegates to the First Continental Congress which met at Philadelphia, September 5, 1774. Philadelphia was at the time the largest and the most important city in the colonies. Among the famous men who were delegates to the Congress were Samuel Adams, of Massachusetts; George Washington, Patrick Henry, and Richard Henry Lee, of Virginia; and Christopher Gadsden, of South Carolina. Paul Revere, a Boston silversmith of whom we shall soon hear more, forsook his trade to act as messenger between the Massachusetts patriots and the Congress. Hardly a week had passed after the opening of the Congress at Philadelphia, when Revere was hastening on his horse to that city with a most important paper in his saddle bag. It contained the Suffolk Resolves, passed by the citizens of Suffolk County, in which Boston is located.

Meet at
Philadel-
phia, 1774

These resolutions declared that no obedience was due the Boston Port Bill, or to Governor Gage or any other of the king's officers. They also called on the patriots of Massachusetts towns to raise and train soldiers as soon as possible. The king's authority in Massachusetts was gone. The

Massachu-
setts in
open re-
bellion

colony was in open rebellion. Although the Continental Congress approved the Resolves, still it peaceably enough prepared a Declaration of Rights to send to king and Parliament. It also drew up a "Petition to the King" and an "Address to the People of Great Britain." In these papers the Congress stated that the colonists would not consent to be governed by a parliament in which they were not represented, but that they were and wished to continue loyal subjects of the king. After Congress had finished its work its members went home with the understanding that they were to meet again on May 10, 1775.

WHAT TO KNOW

The colonists decided they would not be forced to pay the tea tax.

In Philadelphia the tea was returned; in Charleston it was put in damp cellars; in New York City some of the tea was emptied into the harbor and the rest sent back to England; in Boston ships were not permitted to unload; the governor refused to allow the ships to leave the harbor.

A town meeting was held; at a given signal, the Boston Tea Party took place and nearly seventy-five thousand dollars' worth of tea was emptied into Boston harbor.

The king ordered the ports of Boston closed (Boston Port Bill) and put the town under military rule, until it paid for the tea. But the other colonies aided Boston, sending food, clothing, and money, and Boston did not pay for the tea.

Boston called for delegates to the First Continental Congress which met at Philadelphia in 1774.

The Suffolk Resolves sent to the Congress by Massachusetts were approved, and thereafter that colony was in open rebellion against the king's authority.

QUESTIONS FOR STUDY

1. How did the colonists prevent the sale of the tea sent by the king?
2. Tell of the trouble over the tea in New York.
3. What was the English law about the landing of tea?
4. Why did Boston hold a town meeting? Why did Adams order the Boston Tea Party? Give an account of it.
5. How much tea was Massachusetts expected to pay for? What was the Boston Port Bill?
6. How else did the king punish Massachusetts? Why were the king's punishments of little use?
7. Why did Massachusetts call the First Continental Congress? When?
8. What did the Suffolk Resolves declare?

LESSON XX. REVIEW

Review the lessons from XII to XIX inclusive, using the summaries and the questions at the end of each lesson. Attention should be given to the more important facts only.

GENERAL QUESTIONS

1. Name three indirect causes of the Revolutionary War.
2. Name three direct causes of this war.
3. What were the steps toward union of the colonies?

In a composition lesson write from outline about one of the following topics.

- (1) The Wilderness Road.
- (2) What Samuel Adams did for the colonies.
- (3) The Parsons' Case.
- (4) Patrick Henry's Early Life and Education.
- (5) Golden Hill.
- (6) How Taxed Tea was received in America.

SUGGESTION

Dramatization : — Boston Tea Party

Three Scenes

(1) The owner of the tea ships appealing to Governor Hutchinson of Massachusetts to send the ships back to England.

(2) Samuel Adams addressing the meeting of citizens in Old South Meeting House.

(3) The colonists disguised as Indians throwing the tea into Boston harbor.

LESSON XXI

Revolutionary War Begins. — During the winter months the people of the colonies patiently awaited the answer of the English government to their addresses, but no reply came. General Gage had four regiments of soldiers in Boston, too few to bring back the patriots of Massachusetts under royal control. The patriots on their side began to train their minutemen — that is, soldiers that would be ready at a moment's notice. They also collected powder and other military stores at Concord and other towns. Samuel Adams and John Hancock, leaders of the Boston patriots, knowing that they were in danger of arrest, went to live with the Reverend Jonas Clark, a friend, at Lexington, not far from Boston.

Massachu-
setts trains
minutemen

General Gage knew that the English people were dissatisfied with him because he did not move against the patriots. He watched his chance, and, in April,

1775, thought the time had come to destroy the military stores at Concord and capture the two American leaders. But the patriots were wide awake. Dr. Joseph Warren, another patriot leader in Boston, heard of General Gage's plan. He kept Paul Revere and William Dawes ready to speed off to Lexington at the first sign of danger.

British
plan an
attack

FIRST PERIOD : Battle of Lexington to Declaration of Independence. — Revere had arranged with the sexton of the Old North Church that if the British crossed to the mainland from Boston in boats, two lanterns were to be hung in the church steeple. But, if the British went by way of Boston Neck — all the way by land — the sexton was to hang but a single lantern in the steeple.

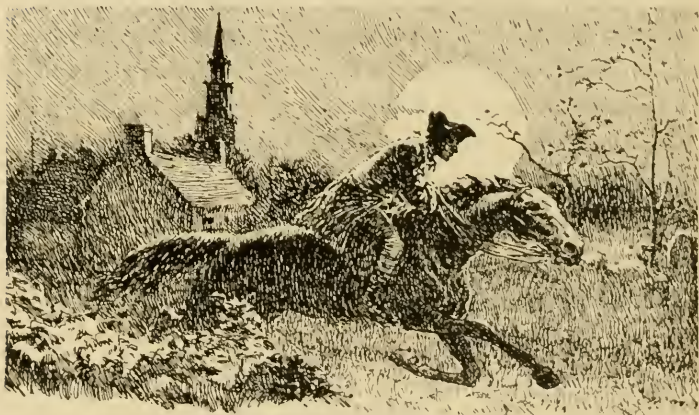
“One, if by land, and two, if by sea ;
And I on the opposite shore will be,
Ready to ride and spread the alarm
To every Middlesex village and farm,
For the country folk to be up and to arm.”

— LONGFELLOW, *Tales of a Wayside Inn*.

On the night of April 18, Revere rowed from Boston to Charlestown and there watched the church tower. He saw two lights gleam out. Immediately he was on his horse and off toward Lexington. “Up and to arms, the regulars are coming!” he shouted as he passed each village and farmhouse. When he reached Lexington, the guard outside the

Paul Re-
vere's mid-
night ride

house where Samuel Adams and John Hancock were sleeping told him not to make so much noise. "Noise?" shouted Revere. "You will soon have noise enough. The regulars are coming!" Here he met William Dawes, who had ridden from Boston by way of Roxbury, and Dr. Samuel Prescott.



Paul Revere's Ride

The three dashed on toward Concord. Soon they were stopped by British officers. Dawes and Revere were made prisoners, but Dr. Prescott jumped his horse over a fence and escaped. Meanwhile, eight hundred soldiers sent out by Gage under cover of darkness were marching toward Lexington. Adams and Hancock had arisen, and Paul Revere, who had been set free, guided them across fields and saw them safely on their way to the meeting of the Continental Congress at Philadelphia. As the sound of rifle fire

at Lexington reached their ears, Adams exclaimed, "What a glorious morning is this!" Glorious indeed, but not for the farmers then gathering for battle.

Minutemen were drawn up on the green at Lexington when the British reached there. "Disperse, ye rebels!" shouted Major Pitcairn, commander of the redcoats. But

they did not disperse. "Fire!"

came the command, and eight minutemen fell dead. Then the redcoats went to Concord, where they burned the courthouse and destroyed flour and cannon.

By this time minutemen were gathering from every direction. They met the redcoats at Concord Bridge, where a skirmish took place.

"By the rude bridge that arched the flood,

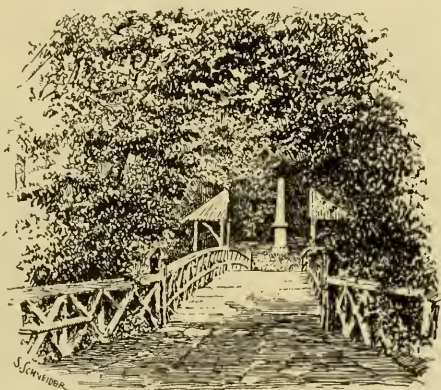
Their flag to April's breeze unfurled,

Here once the embattled farmers stood,

And fired the shot heard round the world."

— EMERSON, *Concord Hymn*.

Six patriots were killed, but realizing that the country was rising, the regulars retreated.



Concord Bridge and Monument

First clash
at Lexington

Defense of
Concord
Bridge

BATTLE OF LEXINGTON: April 19, 1775.—

Americans
win at Lex-
ington

They fell back toward Lexington. But from behind every barn and tree, every stone wall and hill, rifles were pouring deadly hail into their ranks. General Gage had sent twelve hundred men from Boston to reënforce them. When the tired redcoats, retreating



Retreat from Concord

from Concord, met the fresh troops at Lexington, they fell to the ground, panting and exhausted.

British re-
treat to
Charles-
town

By this time, the patriots had increased in number to such a degree that the whole British force was in danger of being captured. So the regulars, having lost nearly three hundred men, continued to retreat until by evening they reached Charlestown. Not quite one hundred patriots had been killed.

Now the minutemen began to move toward

Boston. Along the roads they tramped, some armed with shotguns and some with muskets, marching in no particular order and cracking jokes as they went.

Minutemen
gather at
Boston

Some wore old and faded uniforms, but many were in ordinary working clothes. In a few days, an army of sixteen thousand, composed of farmers, clerks, students, and men from every walk of life, was encamped around Boston. Among their leaders were Israel



The Battle of Lexington

Putnam and Benedict Arnold of Connecticut, and John Stark of New Hampshire.

The Colonies Unite for Resistance. — Three weeks after the battle of Lexington, on May 10, 1775, Ethan Allen, of Vermont, took Fort Ticonderoga on Lake Champlain, and Fort Crown Point, farther north on the same lake, surrendered to Seth Warner. These victories gave the colonists control of the route from Canada to New York.

Americans
capture
Ticonderoga
and
Crown
Point

The same day the Second Continental Congress met, and active preparations for war began. John Hancock was made president of the Congress which took charge of the army around Boston, and borrowed thirty thousand dollars with which to buy arms and

Second
Continental
Congress

powder. Virginia, Maryland, and Pennsylvania were called upon to furnish ten companies of soldiers each. George Washington was appointed commander in chief of the American forces.

Washington made commander in chief

This was a very wise move, for Washington, who was at the time commander in chief of the Virginia militia, was widely known as an able soldier and a man of high character. Moreover, Massachusetts was the leader of the patriot cause, but by making Washington head of the Continental army, Virginia naturally became warmly in favor of the same cause. John Adams, no doubt, thought of this when he urged Washington's appointment.

WHAT TO KNOW

Massachusetts prepared for war by training "minutemen" and by collecting ammunition at Concord and other towns.

The British general, Gage, planned to destroy the military stores at Concord. The Americans heard of his plan and Paul Revere watched the British movements. On April 18, 1775, Revere made a midnight ride, announcing the coming of the regulars to all the farmers and villagers around Lexington.

The next morning, minutemen collected at Lexington and eight were killed; but at Concord Bridge they defeated the British and forced them to retreat to Lexington. The Americans fought Indian fashion along the way, and drove the British back to Charlestown with the loss of 300 men. After this battle of Lexington the minutemen gathered about Boston.

Vermont militia under Ethan Allan captured Forts Ticonderoga and Crown Point, May 10, 1775. The same day the Second Continental Congress met, made John Hancock its president, and Washington commander in chief of the army. It borrowed thirty thousand dollars with which to buy arms and ammunition.

QUESTIONS FOR STUDY

1. How did the patriots prepare for war?
2. Why did the British plan to attack Concord? Tell how Paul Revere's ride helped the Americans.
3. Why did the British retreat from Concord? Describe the battle as the British fell back toward Lexington.
4. Who were defeated in this battle? Where did the British go from Lexington?
5. Describe the minutemen gathered at Boston after the battle. How many were there?
6. What forts were captured on Lake Champlain in 1775? Of what value was the victory to the Americans?
7. Who was president of the Second Continental Congress? State three things that this Congress did.

LESSON XXII

BATTLE OF BUNKER HILL. — Since the battles of Lexington and Concord more British soldiers had come to Boston under command of Generals William Howe, Sir Henry Clinton, and John Burgoyne. These newcomers brought the British force up to ten thousand men, and General Gage now felt strong enough to move against the Americans.

On a neck of land opposite Boston lay Charlestown, and behind the town were Breed's Hill and Bunker Hill. These hills commanded Boston in such a way that if Gage hoped to hold that town, he must fortify at least one of them. The patriots were ahead of him, however. They fortified Bunker Hill, but on the night of June 16 seized Breed's Hill. General Gage could have easily landed men

Americans
fortify
Breed's Hill

Howe
attacks
Americans

behind the Americans and cut them off from the mainland, but he chose to attack them in front. On the afternoon of June 17, the British, commanded by General Howe, crossed over from Boston and advanced up the slope of Breed's Hill with about three thousand men. Nearer and nearer he came to the patriot works at the top, but no shots were fired.

Results of
Bunker
Hill

Soon the redecoats were but fifty steps from the American line. Suddenly the faces of the patriots appeared over their breastworks and their guns poured a deadly fire into the British. The English soldiers were surprised and frightened, and those who remained turned and fled down the hill. Three times General Howe led his men up the hill. The second attack ended like the first, but at the third assault, as the redecoats advanced to the patriot works, only those in front were shot down, for the Americans had little powder left. Those who followed fought the Americans hand to hand and drove them from the hill. They soon joined the main force at Cambridge. The British had won, but at a terrible cost. Said General Greene of Rhode Island, "I wish we could sell them another hill at the same price." More than one thousand of them lay dead or dying on the hillside, while the Americans had lost only about four hundred fifty men and most of these only at the end of the battle when their powder was gone.



Digging Trenches on Bunker Hill

The following lines are from an imaginary speech of General Warren to the patriots before the battle :—

“ In the God of battles trust !
Die we may, — and die we must ; —
But, O, where can dust to dust
Be consigned so well,
As where Heaven its dew shall shed
On the martyred patriot's bed,
And the rocks shall raise their head,
Of his deeds to tell ! ”

— JOHN PIERPONT.

When the news of the battle of Bunker Hill reached England, the British government saw that it would be no easy task to subdue the Americans. Two more such battles, said a French statesman, and England would have no army in America. Washington thought it proved that the liberties of the country were safe and Franklin declared that England had now lost her colonies forever.

Washington Forces the British to Leave Boston. — Soon after the battle of Bunker Hill, General Washington arrived at Cambridge and took command of the American troops. They were untrained, unorganized militia, chiefly grouped according to the towns from which they had come. Washington at once set to work to drill and organize them into regiments. Opposite Breed's Hill and on the other side of Boston lay Dorchester Heights. For some unknown reason, General Howe, who had succeeded Gage in command, had

neglected to fortify these heights. Early in March, 1776, Washington took Dorchester Heights and fortified them. Howe saw at once that he must repeat his experience at Bunker Hill or leave Boston.

Fortifies
Dorchester
Heights

Choosing the easier way, he put his soldiers aboard ship a few days later and sailed away to Halifax, in Nova Scotia. There he remained a few months, planning an attack on New York City. Washington found that General Howe had left behind him in Boston two hundred cannon, a great quantity of powder, and all kinds of military stores.

Howe sails
away to
Halifax



General Howe

Never again did New England suffer from British rule.

Expedition against Quebec. — We have seen that the Americans around Boston did no more fighting

after the battle of Bunker Hill. But the patriot cause did not stand still for the rest of the year 1775. Congress sent one more petition to the king, but he refused to receive it. In fact, he hired twenty thousand Hessians, German troops, to help his own army to

Americans
defeated



Hessian Soldiers

conquer the Americans. During the year, the patriots planned to take Quebec. They succeeded in capturing Montreal, but their force was too small and the assault on Quebec resulted in defeat. General Montgomery was killed, and Benedict Arnold wounded. This campaign was very disheartening to the patriots, and especially so, because the loss of the brave Montgomery was a heavy blow.

While the war had begun in Massachusetts, the English government very soon saw the need of conquering other colonies as quickly as possible, especially those in which there were many Loyalists, or Tories, as those colonists were called who supported the king.

British Repulsed at Fort Moultrie. — So about the beginning of May, 1776, Admiral Parker, with a British fleet, carrying an army under General Henry Clinton, sailed to attack Charleston, the principal city of South Carolina, in the hope that they could save that colony for the king.

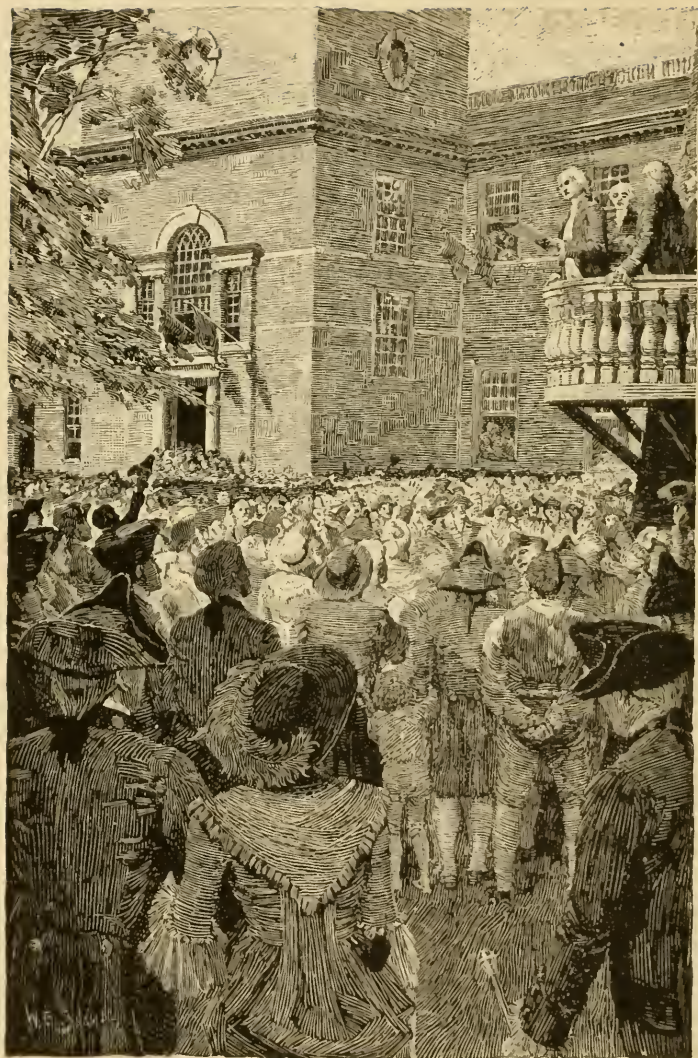
In Charleston harbor they found a fort which it seemed would be very easy to capture. This fort on Sullivan's Island was built of palmetto logs faced with sand banks. Although it had some heavy guns, it seemed so rudely built that it amused General Charles Lee, whom Congress had sent down to defend South Carolina. He thought the British would have an easy time capturing it. But Colonel Moultrie, who commanded the fort, had twelve

hundred men and several hundred guns to rely on. These he used so well that when the British attacked him late in June, 1776, they were repulsed with great loss and so much damage, that after the battle only one of their ten ships was fit to go to sea.

Colonel Moultrie's force suffered little, as the fort was too low to be a target and the shots that did hit it were for the most part wasted in the sand. When, after three weeks, the English had repaired their ships, they sailed to New York City.

DECLARATION OF INDEPENDENCE. — In the meantime the wish for independence from England was spreading in the colonies. Before 1775, although the colonists objected to being taxed, they did not think of separating from England. But on the last day of May, 1775, the people of Mecklenburg County, Virginia, passed resolutions burning with desire for liberty, and in June, 1776, Richard Henry Lee of Virginia offered a resolution in the Continental Congress "That these United Colonies are, and of right ought to be, free and independent states." In two other resolutions, Lee urged the colonies to prepare a plan of union and to seek aid from foreign countries. Congress was not ready to accept these resolutions at once. There was much to be said for and much against them. John Adams was the chief speaker in their favor. And when a vote was taken, on July 2, it was seen that most of the colonies also favored a declaration of in-

Desire for
independ-
ence



dependence. For the king had not listened to their petitions, but had hired men to fight his American subjects. Then, too, their successes had shown the colonists that they were able to care for themselves.

For several weeks Thomas Jefferson of Virginia, one of the younger members of the Continental Congress, had been at work preparing such a declaration. His work was now finished and, on July 4, Congress accepted and published the Declaration of Independence. Throughout the colonies, the patriots made bonfires, rang bells, and fired cannon in honor of the Declaration. Soldiers in New York pulled down the leaden statue of George III, which was later cast into bullets. The colony of New York approved the Declaration, on July 9, and then the thirteen colonies became the United States of America.

Adoption
of the
Declaration

WHAT TO KNOW

Gage was in command of ten thousand British soldiers in Boston. The Americans fortified Breed's Hill. The British attacked the patriot works June 17, 1775. Three times they charged. At the third assault the American powder gave out and so the patriots were driven from the hill, but the British lost a thousand men.

Washington then seized Dorchester Heights and so forced the British to evacuate Boston. Howe sailed to Halifax, Nova Scotia. The king hired Hessian troops to help the British.

The Americans were defeated in 1775 at Quebec.

Colonists who supported the king were called loyalists or tories. In June, 1776, the British attacked Fort Moultrie, in Charleston harbor, South Carolina. They were badly defeated, and left for New York City after their ships were repaired.

On July 4, 1776, Congress adopted the Declaration of Independence. The thirteen colonies became the United States of America.

QUESTIONS FOR STUDY

1. Who commanded the British at the battle of Bunker Hill?
2. Why did the Americans fortify Bunker and Breed's hills? Describe the battle of Bunker Hill. Who were defeated?
3. How was the news of this battle received by England? By America? What did a French statesman say about it?
4. Why did the British withdraw from Boston?
5. How did England increase her army in America? Why were the Americans defeated at Quebec? Who were their leaders?
6. Describe the attack on Fort Moultrie. Give the result.
7. What was the Declaration of Independence?
8. Who wrote the Declaration? When was it adopted by the colonies? How was its adoption celebrated?

LESSON XXIII

SECOND PERIOD. War in the Middle States.

— The failure of the campaign against Quebec left the road from Canada to New York by way of the Hudson River open in the north. This the British in Canada now planned to seize. General Howe meant to move first against New York at the southern end of this line. For New York was of great importance, as its capture meant control of the Hudson River and the road to Canada. The British thought that if they were successful they would be able to separate Massachusetts from Virginia and that then both of those colonies would be glad to

Importance
of the fight
in New
York

make peace with the king, and the revolution would be ended. Washington foresaw that the New England colonies were in danger of being cut off from the middle and southern colonies. To prevent this, toward the end of April, 1776, he made New York his headquarters.

A little later General Howe put his troops aboard ship and sailed from Halifax. Toward the end of June, he arrived at Staten Island with his army, and prepared to take New York City from Washington. The task seemed an easy one, since Howe's army contained twenty-five thousand well-drilled, well-equipped men under well-trained officers, while Washington had only about nineteen thousand men, among them many raw recruits. The prize for which the two armies were about to struggle was very tiny compared with the New York City of to-day. From the battery the city extended north only as far as Chatham Street, and from east to west a good part of it was little more than half as wide as it is at the present time, all the rest of the present east and west sides being ground since filled in.

Contest-
ants for
New York
City

Up to this time, the English government, although fighting the colonists, nevertheless hoped that they would still remain loyal. In July, 1776, Lord Howe, brother of General Howe, brought from England an offer of pardon to all the colonists who would submit to the king's rule again and help to restore peace. This offer Lord Howe sent by mes-

England
offers
pardon

senger to the American commander in chief, addressing him as plain George Washington, Esq. He would not call Washington general, as this

Insult to Congress



New York in 1776

would have been recognizing the authority of Congress, which had appointed him. As this letter did not recognize Washington's position and rank, he would not receive it and nothing came of the matter.

Defense of
New York

Battle of Long Island.—To the southeast of Manhattan Island across the East River lay Brooklyn Heights. They commanded New York just as Dor-

chester Heights did Boston. Nine thousand of Washington's men under General Israel Putnam held the Heights. The rest of Washington's soldiers were scattered in garrisons at Fort Washington on the upper west side of Manhattan Island, at Fort Lee on the New Jersey shore, on Governor's Island off the Battery, and in the city itself.

General Howe determined to attack the force on Brooklyn Heights. He was quite sure that if he could destroy half of their army,

the colonists would be willing to listen to the peace proposals of the British government. In the latter part of August, General Howe, moving over from Staten Island, landed twenty thousand men at Gravesend. The British Generals Clinton, Cornwallis, and Howe took position at the Flatlands be-



Howe at-
tacks
Brooklyn
Heights

Battle of Long Island

British and
American
positions

tween the present Utica and Flatlands avenues. Their Hessian allies, under General De Heister, marched past the town of Gravesend and took position in front of Flatbush Pass, which was situated where the lower end of Prospect Park now is. Another division of the British army commanded by Major General Grant took the road through New Utrecht and gained a position on the "Coast Road," near the present Bay Ridge Parkway and not far from the shore of New York Bay.

Where the
Americans
were
located

The main army of the Americans occupied the land lying between the Brooklyn Navy Yard and Gowanus Bay on the north and south. Their position was bounded on the east by the present line of Nevins Street¹ and on the west by Buttermilk Channel and the East River. Part of this, overlooking the river, included Brooklyn and Columbia heights. A commander who wished to occupy New York City must hold these heights. The fortifications commanded by General Putnam included Fort Box, now Pacific Street, between Nevins Street and Third Avenue; Fort Greene, between State and Schermerhorn streets; and Fort Putnam, now Fort Greene Park. On the left were the intrenchments situated in what is now Cumberland Street, between Willoughby Street and Myrtle Avenue.

¹ See bronze tablet at the corner of Flatbush Avenue and Nevins Street.

On a line running through what is now Greenwood Cemetery, Prospect Park, and Evergreen Cemetery was a ridge of hills known as the Heights of Guana. Along this ridge lay the American outer or skirmish line, defended on the right by Lord Stirling with New Jersey and Maryland riflemen and Delaware troops, and General Parsons with Connecticut soldiers.

General Sullivan's troops guarded the center along the Heights of Guana. To the left of these were Pennsylvania and Connecticut troops under Colonel Miles as far east as the present entrance to Evergreen Cemetery. At this point was the Jamaica Pass, which, through some one's blunder, was guarded by only five American soldiers.

Capture of
the
Jamaica
Pass

Loyalists informed Howe of this, and on the night of August 26, he moved forward toward the pass, guided by three Flatbush loyalists.

The five Americans watching for the enemy were wide awake, standing far apart along the road so as to be able to sight the enemy the sooner. But Clinton, with his British force, came across the fields and, getting between these watchers and the Pass, captured them early on the morning of the following day.

Following the King's Highway, Clinton's men suddenly fell upon the rear of the Americans under Colonel Miles and General Sullivan, doubling the left wing of the army back on itself. At the same time

Americans
hemmed in
at the
Flatbush
Pass

General De Heister with the Hessians at the Flatbush Pass was attacking them in the front with great vigor. Thus hemmed in between the British and the Hessians, Sullivan's men were almost all killed or captured.

General Grant, hearing the firing, advanced against the forces of Stirling and Parsons which formed

the right wing of the army. The Americans were making a splendid fight at Battle Hill, now part of Greenwood Cemetery, bravely contesting every foot of ground, when suddenly they found that Cornwallis was in their rear, pushing toward the East River. Their one chance of escape was to drive him back and gain the protection of the American works in charge of General Putnam at Fort Box. This, Stirling with the Marylanders now tried

Defeated
at Battle
Hill



Battle Monument in Prospect
Park, Brooklyn

to do. They were successful till they came to the Cortelyou house occupied by the British and situated at the present corner of 5th Avenue and 3d Street. Again and again the brave Marylanders tried to storm the building, but were mercilessly

mowed down by two cannon which the enemy had planted in front of it, and by the musket fire from its windows. Stirling, completely surrounded and defeated, surrendered, while Parsons hid in the bushes, and finally reached the American lines. The Americans had lost two thousand men and were now besieged in their fortifications.

Washington, who had come over from New York, watched the battle from a hill where Atlantic Avenue now crosses Court Street. As he saw Stirling's men fall before the withering fire of the British, he cried, "Good God! What brave fellows I must this day lose!" Their splendid stand is commemorated by the monument to their memory erected in Prospect Park by their native state.

Monument
to the
Mary-
landers

In their ragged regimentals,
 Stood the old Continentals,
 Yielding not,
 While the grenadiers were lunging,
 And like hail fell the plunging
 Cannon-shot;
 When the files
 Of the isles,
 From the smoky night-encampment, bore the banner of
 the rampant
 Unicorn;
 And grummer, grummer, grummer, rolled the roll of the
 drummer
 Through the morn!

Then with eyes to the front all,
And with guns horizontal,
 Stood our sires ;
While the balls whistled deadly,
And in streams flashing redly
 Blazed the fires :
 As the roar
 On the shore
Swept the strong battle-breakers o'er the green-sodded
 acres
 Of the plain ;
And louder, louder, louder, cracked the black gun-powder,
 Cracking amain !

Now like smiths at their forges
Worked the red St. George's
 Cannoneers,
And the villainous saltpeter
Rang a fierce, discordant meter
 Round our ears :
 As the swift
 Storm drift,
With hot sweeping anger, came the horseguard's clangor
 On our flanks.
Then higher, higher, higher, burned the old-fashioned fire
 Through the ranks !

Then the bare-headed Colonel
Galloped through the white infernal
 Powder-cloud ;

And his broadsword was swinging,
 And his brazen throat was ringing
 Trumpet loud;
 Then the blue
 Bullets flew,
 And the trooper-jackets redden at the touch of the leaden
 Rifle-breath;
 And rounder, rounder, rounder, roared the iron six-
 pounder,
 Hurling death!

— GUY HUMPHREYS MCMASTER.

WHAT TO KNOW

The failure of the Americans to capture Quebec in 1775, left open the route along the Hudson, from Canada to New York. The British planned to seize this road and to take New York at the southern end and so cut off the New England colonies from the others. Washington made his headquarters in New York and tried to prevent this.

Washington seized Brooklyn Heights, which commanded New York just as Dorchester Heights did Boston. He ordered about half of his men, under Putnam, to hold the Heights. The rest of his soldiers were scattered in garrisons at Fort Washington, Fort Lee, Governor's Island, and in lower New York City.

Howe attacked Brooklyn Heights, as he wanted to destroy half of Washington's army at once. The British greatly outnumbered the Americans and the patriots after a hard fight at Flatbush Pass and Battle Hill were defeated. A monument to the Marylanders in Prospect Park commemorates their bravery at the battle of Long Island.

QUESTIONS FOR STUDY

1. What were the British plans of campaign after the Declaration of Independence?
2. Why was the capture of New York important?
3. Tell about the insult offered to Congress by Lord Howe.

4. Tell how Washington tried to defend New York City. Why was the possession of Brooklyn Heights important?
5. Give the positions of the British soldiers at the battle of Long Island. Where were the three divisions of the American army stationed?
6. Give an account of the fight at Flatbush. At Battle Hill.
7. What were the losses of the Americans in this battle?
8. Where is the monument to the Marylanders? Tell about their bravery in the battle of Long Island.

LESSON XXIV

Removal of
Washington's sol-
diers from
Brooklyn

Retreat from Long Island. — Washington saw that his whole army would be destroyed if he did not at once remove it to New York. The next two days were rainy and little fighting was done. On the night of August 29, Washington, by his energy and undaunted courage, gathered a great fleet of boats, manned by skillful Massachusetts boatmen, at Fulton Ferry. In these, under cover of darkness, all the soldiers and supplies were carried to Manhattan Island. All night long the faithful boatmen toiled desperately and in silence, while Washington anxiously watched and directed the removal. Fortunately at dawn a dense fog arose, under cover of which the last of the men were withdrawn.

When morning came, Howe learned of Washington's retreat and attacked the American intrenchments, but found nothing but a few useless guns. Howe could undoubtedly have taken the American works by assault at the end of the first day. He

could have cut off Washington's retreat by lining up the British ships in the East River, and he



Retreating from Brooklyn

could have followed up his victory at once by attacking New York City. Why he did none of these things has never been satisfactorily explained.

Effect of
the Battle
of Long
Island

The serious defeat of the Americans on Long Island was very nearly fatal to American independence. The soldiers became dispirited and Washington found it difficult to keep his army together. Many wished to return to their homes at the close of their enlistment term, while others deserted.

Volunteers
to help
Washing-
ton

Death of Nathan Hale. — Washington was anxious to learn what the next move of the British would be, so he called for a volunteer to visit their camp in order to find out their plans. Nathan Hale, a captain of Connecticut rangers, offered his services. Disguised as a schoolmaster he went to Connecticut, and from there crossed to Long Island. He had gathered the desired figures and drawings and was about to return to the American lines when he was exposed by a loyalist relative, taken prisoner, court-martialed, and hanged as a spy.

Hanged as
a spy

It is said that when Hale stood under the apple tree on which he was to be hanged, a British officer taunted him with the remark, "This is a fine death for a soldier." To this Hale replied, "Sir, there is no death which would not be rendered noble in such a glorious cause. I only regret that I have but one life to lose for my country." The statue of Nathan Hale in City Hall Park, Manhattan, commemorates his heroic deed and death.

Statue to
Nathan
Hale

Maneuvers around New York and in New Jersey. — Leaving General Putnam with a strong force at the southern end of Manhattan Island, Washington



Statue of Nathan Hale

established his headquarters at the Apthorpe residence, which stood where Ninth Avenue now crosses Ninety-first Street. At different points, nearer the city, soldiers were stationed in expectation of an attack. Under cover of a heavy fire from his ships



Apthorpe Mansion

stationed in the East River, Howe brought over his troops from Brooklyn Heights and landed them at the foot of what is now East 34th Street. When the British pursued the Americans, the latter broke and fled along the Boston Post Road, the only road leading to the north end of Manhattan Island. Their officers tried in vain to check them. Wash-

ington, hearing the firing, jumped on his horse and hastened to where his soldiers were flying before the British regulars. After he had tried without success to have his men return the enemy's fire, he ordered the retreat to continue to Harlem Heights.

Washington retreats to Harlem Heights

The soldiers in the city under Putnam were now in danger of being cut off. General Howe and his officers, however, were invited to luncheon by Mrs. Lindley Murray, a patriot, and while they were being entertained, Putnam's force, guided by Alexander Hamilton and Aaron Burr, managed to hasten up the shore of the Hudson and join the main body of the army in Harlem. This was done not a moment too soon, for by evening the British line stretched from Ninety-second Street to McGowan's Pass (now in Central Park) and from there across Manhattan to the Hudson River.



Fort at McGowan's Pass

Stretching north from what is now Morningside Park is a plain on the north of which lies high ground, then called Point of Rocks. This height in Harlem Washington fortified, setting up his headquarters in the Jumel Mansion on 161st Street near St. Nicholas Avenue. The British posted themselves near what is now 119th

The Jumel Mansion

British
beaten at
Harlem
Heights

Street and Morningside Park. One morning about the middle of September, in a skirmish at Harlem Heights, the redcoats were pursued to a point near where Columbia University is located. A bronze tablet on one of the buildings facing Amsterdam



Jumel Mansion

Avenue now marks the spot. There they were beaten, and pursued two miles farther. Then Howe sent ships up the East River into Long Island Sound

Battle of
White
Plains

and landed troops at Westchester in Washington's rear, but the Americans retreated to White Plains. Here Howe attacked and defeated them, but with severe loss to his own army. A few days later, he returned to New York. Washington withdrew to North Castle, for he saw that he could not hold New York City against Howe's superior army, and the British ships which could cut off his retreat across either the Hudson or the East River. He also feared that in case of an attack on Fort Washington (situated where Fort Washington Avenue now crosses 183d Street), he would lose this stronghold. So he ordered General Greene, in charge of Fort Lee on the Jersey shore, to cross the Hudson to Fort Wash-

Washing-
ton at
North
Castle

ington and withdraw the troops from there to Fort Lee. He himself went to West Point to look after its defenses.

When he returned he found that General Greene had not obeyed his orders, and the very next day

Howe suddenly assaulted and captured Fort Washington.

With the fort he took three thousand prisoners and a great quantity of cannon and military stores. To add to this disaster,

General Charles Lee, whom Washington had left at North

Castle, east of the Hudson, with seven thousand men, now

refused to join the patriot army in New Jersey. Washington

was thus left with only six thousand men. Many of the

troops he had with him had enlisted to serve but three

months, and would not enlist again, so that the American force began to dwindle rapidly.

Fort
Washington
taken



American Soldier

WHAT TO KNOW

After the defeat at Long Island, Washington, by his prompt and skillful night retreat from Brooklyn to New York, saved his soldiers and supplies from being captured by the British.

Nathan Hale offered to get information for Washington from the enemy's camp. He was discovered and hanged by the British. A

statue to his memory stands in City Hall Park, to commemorate his heroic deed.

Leaving a force in New York City, Washington retreated to Harlem Heights, setting up his headquarters at the Jumel Mansion. In a skirmish at Harlem Heights the British were beaten and routed. Then Washington retreated to White Plains, where the Americans were attacked and defeated, but the British loss was heavy.

When Howe captured Fort Washington, three thousand soldiers besides a large quantity of supplies fell into his hands. This happened because General Greene had not removed these to Fort Lee as he was ordered to do. Moreover General Lee with seven thousand men refused to join Washington's army in New Jersey.

QUESTIONS FOR STUDY

1. Describe Washington's retreat after the battle of Long Island. What was the effect of the battle on the Americans?

2. What did Nathan Hale offer to do for Washington? Tell of his death as a spy. In what part of New York City is his statue located?

3. Describe the battle of Harlem Heights.

4. Where did Washington have his headquarters at this time? Where is the tablet that marks the battle of Harlem Heights?

5. What was the result of the battle of White Plains?

6. Tell about the capture of Fort Washington.

7. How did General Greene disobey Washington? What fort was he in command of?

8. How did General Lee disobey Washington?

LESSON XXV

Fort Lee
taken

Dark Days for the American Cause. — Several days after the capture of Fort Washington, General Howe sent Cornwallis with a force to attack Fort Lee. Washington was forced to withdraw his

troops hurriedly, leaving his ammunition behind. He now began a retreat across the Hackensack and Passaic rivers through Newark, Elizabethtown, New Brunswick, Princeton, to Trenton. Finally, early in December, he crossed the Delaware into Pennsylvania with but three thousand men.

Washington retreats to Trenton

General Lee now brought his troops across the Hudson to Morristown. One night he slept in a tavern about four miles away from his army and was captured by the British. Lee was really a traitor, for he had been plotting against Washington; but people did not know that at the time and looked upon his capture as one more blow to their hopes. The loss of Fort Washington with its men, its cannon and supplies, Washington's retreat, and Lee's capture filled the Americans with despair. Large numbers of New Jersey citizens took the oath of allegiance to the king. Everywhere people thought the war was at an end. The British also looked upon Washington's retreat as the end of the Revolution, and General Cornwallis prepared to sail for England.

Lee's capture

American cause seems hopeless

Successes in New Jersey. — Washington was soon to give Howe and Cornwallis a great surprise. Christmas time was approaching and both British and Hessians prepared to celebrate the season. Cornwallis had followed Washington as far as New Brunswick, while the Hessian commander,

British army divided

Colonel Rahl, with a thousand men occupied Trenton, on the Delaware.

On Christmas night the Hessians feasted and made merry. Meanwhile Washington, who had de-

cided to make a bold stroke, moved his army of twenty-five hundred men in boats across the Delaware through floating ice. The Hessian outposts were soon driven in. The Hessian officers, hearing the firing, rushed out to find the Americans already in the town. A short, sharp skirmish followed and Colonel Rahl and seventeen of his men were slain, while one thousand others, with all their supplies, were Washington's prisoners. The English were completely

Hessians
captured
at Trenton



Campaign in New Jersey

surprised. Cornwallis hastened to Princeton, where he found the Hessians throwing up intrenchments. He then moved against Trenton, where Washington was encamped with his army between a small stream and the Delaware. "At last," said the British general, "we have run down the old fox, and we



Battle of Trenton

will bag him in the morning." In calling Washington a "fox" he spoke truly, for he was soon to see the cunning of the American general.

British de-
feated at
Princeton

Washington left men near the stream, making a great noise with pick and shovel as if they were at work on intrenchments. He also left his camp fires burning, but led his men silently around Cornwallis's army and made haste toward Princeton. Here he met and defeated a British force on its way to Trenton. Imagine the surprise of Cornwallis when he awoke in the morning to find no army in front of him. Presently he heard firing in his rear and hastened back to Princeton and to New Brunswick, but found that the Americans had retreated to safety among the hills of Morristown.

Americans
get new
courage

These successes of Washington helped to put new life into the American cause. Now many New Jersey people who had sworn allegiance to the king when Washington had retreated before Howe were again willing to side with the patriots. This was very fortunate for the colonists, as it was extremely difficult for Washington to hold his army together. He had the greatest trouble in getting money with which to pay his soldiers. He and several of his officers pledged their own fortunes to raise the necessary funds.

Robert
Morris
sends army
money

Robert Morris, a banker, went from house to house in Philadelphia, and within a few hours collected fifty thousand dollars, which he sent to Washington.

British Turn Attentions to New York Again. —

Another year was to bring better times, not so much through the good planning of the Americans as through the lack of foresight on the part of the British. The king and his prime minister made up their minds that it was now time to get control of New York State from Canada to the mouth of the Hudson so that New England should be cut off from the rest of the colonies. If they had been able to do this, the American cause would have been lost or badly crippled.

Wish to
gain New
York State

General Sir Guy Carleton, the British commander in Canada, had tried to begin this movement in 1776. But Benedict Arnold had defeated him at the battle of Valcour Island in Lake Champlain, and Carleton had returned to Canada.

British de-
feated at
Valcour Is-
land, 1776

WHAT TO KNOW

Washington gave up Fort Lee. He then retreated across New Jersey into Pennsylvania.

On Christmas night, 1776, Washington surprised and captured the Hessians at Trenton. He defeated the British again at Princeton and then retreated to safety behind the hills of Morristown. These victories put new life into the Americans.

Robert Morris gave Washington money with which to pay the soldiers. This service kept the army together.

The British plan to get hold of New York State and so cut off New England from the south was prevented in 1776 because of the English defeat at Valcour Island by Benedict Arnold.

QUESTIONS FOR STUDY

1. Describe the capture of Fort Lee.
2. Give an account of Washington's retreat to Trenton.

What effect did this retreat have on the colonists? On Cornwallis?

3. Tell how Washington by his strategy captured the Hessians at Trenton.

4. Give an account of the battle of Princeton.

5. How did Robert Morris aid Washington and his country?

6. How were the British prevented from taking New York State in 1776?

LESSON XXVI

Threefold
plan

Burgoyne's Campaign, 1777-1778. — In 1777, the British formed a plan to take possession of New York which it was thought could not fail. General Burgoyne was to come down from Canada by way of Lake Champlain, take Fort Ticonderoga, and push on to Albany. General St. Leger, with an army of British and Indians, was to march from Oswego, on Lake Ontario, and meet Burgoyne at Albany; while General Howe was to come up from New York City to Albany, taking possession of all forts in the Hudson River Valley on his way up.

Why plans
were of
little use

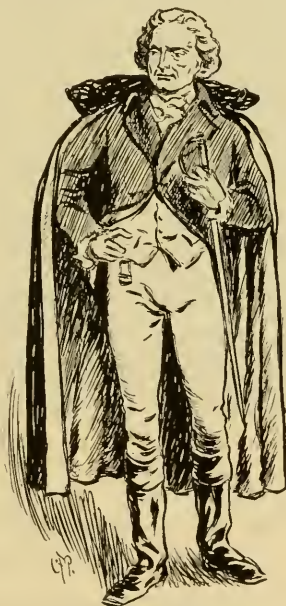
There were several things which the British government did not seem to take into account that made these plans of little value. First, the roads that led from the St. Lawrence River and the Great Lakes toward Albany were few and poor. Second, there were not nearly as many loyalists in upper New York as the British supposed; and thirdly, the generals starting from such widely separated points could receive news from one another only

slowly and with difficulty. The Americans, on the other hand, were in position both in New York and New Jersey to act together quickly.

However, the start was made. General Burgoyne came down from Canada and easily took Fort Ticonderoga by seizing a near-by hill, which the Americans had not fortified. When he reached the fort the Americans had retreated, but they had the satisfaction of knowing that Burgoyne had captured only an empty fort.

General Burgoyne's troubles now began. He had unbroken forest to march through from Ticonderoga to Albany, and each day took him farther away from his base of supplies. General St. Clair, who had commanded the Americans at Ticonderoga, retreated as the British advanced and soon joined his force with that of General Schuyler. This general tore down bridges, cut down trees in his path, and put so many difficulties in Burgoyne's way that he could only get ahead at the rate of a mile a day. At the same time, Americans from the Green

Burgoyne
takes Fort
Ticon-
deroga



Difficulties
in Bur-
goyne's
way

General Schuyler

Mountains of Vermont were gathering to cut Burgoyne off from his base of supplies at Lake Champlain.

Indian
massacres
arouse
Americans

Gates gets
command
of American
army



Burgoyne's Campaign

wanted Schuyler's command. He was no soldier, but, with the help of Schuyler's enemies, now succeeded in being appointed by Congress to the command of the northern army. Fortunately, by the time he reached the army General Burgoyne had walked far into the trap that General Schuyler had laid for him.

The British could not control their Indian allies. The savages murdered

and scalped their prisoners, and the murder of Miss Jane McCrea, a young American lady from New Jersey who was visiting a friend near Fort Edward, roused the Americans of the surrounding counties to protect their homes. Large numbers of recruits

began to come into the camp of General Schuyler, who had crossed the Hudson and stationed his army at Stillwater.

General Burgoyne's position was becoming desperate. He was badly in need of both food and horses, but he was in a hostile country and could get a supply

Burgoyne
loses his
Hessians
at Benning-
ton



Battle of Oriskany

of neither. At Bennington, Vermont, the American general, Lincoln, had collected a quantity of supplies and General Burgoyne now sent a force of a thousand Hessians to seize them. But the Americans were prepared. Under the able leaders John Stark and Seth Warner, the Americans defeated the Hessians so badly that scarcely seventy of them reached Burgoyne's camp again. The British general could

Burgoyne
needs help

go no farther, and now much depended upon the coming of General St. Leger from Oswego.

St. Leger had started early in August, but he too had met many difficulties. The Indians on whom he had counted were divided. Only a part joined him. Some sided with the Americans and some would not help either army. Moreover, there were more patriots along St. Leger's path than he had counted on, and they gave him a warm reception.

Battles of
Oriskany
and Fort
Stanwix

At the bloody battle of Oriskany, both sides suffered equally, but the Americans, under General Herkimer, held the field. At Fort Stanwix, where they raised



The First Stars and Stripes

the first Stars and Stripes, St. Leger was again repulsed. Then, hearing that General Schuyler's whole force was coming against them, his British and Indian followers fled and he retreated, reaching Oswego again with only a shadow of his

army. General Schuyler, however, was not marching against St. Leger, but Benedict Arnold was. He frightened St. Leger's army, by spreading in the British camp the false news of Schuyler's advance.

St. Leger
fails
Burgoyne

General Burgoyne lost St. Leger's support. The Americans at Stillwater were now strengthened by Arnold's force and Morgan's Virginia sharpshooters.

WHAT TO KNOW

In 1777 and 1778 by the failure of Burgoyne's campaign the British were again prevented from taking New York. The threefold plan of this campaign was to reach Albany from three directions, capturing the country along the routes; Burgoyne from Canada by way of Lake Champlain, St. Leger from Lake Ontario, and Howe from New York City by way of the Hudson River.

General Schuyler detained Burgoyne, and the Green Mountain Boys cut him off from his forces and supplies. At Bennington, Burgoyne lost one thousand Hessians. St. Leger, badly defeated at Oriskany and Fort Stanwix, retreated to Oswego. So he was unable to aid Burgoyne.

The Americans at Stillwater, however, were strengthened by Benedict Arnold's force and Morgan's Virginia sharpshooters.

QUESTIONS FOR STUDY

1. What was the threefold plan of the English for 1777? Why were these plans of little value?
2. How was Burgoyne at first successful in his campaign?
3. What difficulties did Burgoyne meet with on his march? Who was sent to succeed Schuyler in command of the Americans?
4. Tell of the defeat of Burgoyne's Hessians at the battle of Bennington.
5. Why was this loss serious?
6. Why did St. Leger fail to meet Burgoyne?
7. At what battles was St. Leger defeated? Tell about his retreat to Oswego.

LESSON XXVII

Why Howe Failed to Meet Burgoyne. — Burgoyne's only hope was in risking a battle with Gates, who had now taken the command from Schuyler. If the British lost, Burgoyne saw nothing ahead but surrender. General Howe should now have been approaching Albany to join Burgoyne, but

Why Howe
was at Phil-
adelphia

he was actually near Philadelphia, more than three hundred miles away. There were two reasons for this. First, while Burgoyne was under positive orders to move down the Hudson by way of Albany, Howe's instructions permitted him to join Burgoyne when he saw fit. And secondly, Howe had listened to the advice of Charles Lee, the man who had played false with Washington and who was now a prisoner in New York. He had given Howe such bad advice that General Burgoyne was left to face defeat alone. Lee had once been an officer in the British army. He knew he could be tried by a court martial and sentenced to death as a deserter, so he tried to win the good will of General Howe and his brother Lord Howe by drawing up a plan for them by which they could descend upon Pennsylvania and capture Philadelphia — the "rebel capital." He assured them that Pennsylvania and Maryland were full of loyalists who would flock to their side and help them crush the patriot cause.

Lee's ad-
vice

Howe tries
to deceive
Washing-
ton

Following this plan the British commander left seven thousand men in New York City, under Clinton, with orders to help Burgoyne if it became necessary. Then, having put eighteen thousand soldiers aboard ship, he tried to make Washington believe that he was going to sail to Boston. This Howe did by writing a letter to General Burgoyne and allowing it to fall into the American general's hands, and by moving his ships in and out of New

York harbor. But Washington was not deceived. He rightly made up his mind that Howe was going to sail southward. This proved correct, for, after sailing in and out of Delaware Bay, Howe entered Chesapeake Bay and landed his troops at Elkton, a town located about fifty miles southwest of Philadelphia.

Enters
Chesa-
peake Bay

Washington Prevents Howe from Joining Burgoyne. — Howe now received orders sent from England in May to go to Burgoyne's relief. He expected to take Philadelphia first and then help Burgoyne if necessary, but he was sure such help would not be needed. Washington saw that if Howe could be kept busy long enough, General Burgoyne would be hopelessly defeated. To carry out this idea, Washington blocked Howe's way to Philadelphia, and attacked him at Brandywine Creek. The Americans were defeated, but left the field in good order. This set-back, and the movements of Washington, following the battle, caused Howe to waste two weeks' time in the last twenty-six miles of his march to Philadelphia.

Brandy-
wine Creek

On September 26, 1777, the British, led by General Cornwallis, entered Philadelphia, from which many of the inhabitants had fled. The Continental Congress had removed to York, Pennsylvania. General Howe set up his headquarters at Germantown, six miles from Philadelphia, and sent part of his force to capture several forts on the Delaware River. Washington, hearing of this, attacked Howe at German-

Philadel-
phia taken
by Howe

Battle of
German-
town

town and would have beaten the British badly had it not been for a fog which confused the Americans. In the confusion, they fired upon one another and a retreat became necessary. The Americans were terribly disappointed by the loss



Battle of Germantown

of a battle which should have meant the utter defeat of the British, but still they had gained much from their attempt. They had absolutely prevented Howe from going to the help of Burgoyne. They had, moreover, won the admiration of European nations, who were surprised by the splendid showing the Americans made against the veteran German and British troops. The Europeans wondered at the ability of Washington to make such a splendid attack so soon after his defeat at Brandywine

Creek. As winter was approaching, Washington withdrew his army to Valley Forge while the British continued to hold Philadelphia.

Burgoyne's Surrender. — Having received no assistance from Howe, Burgoyne was in such desperate straits that his surrender was only a question of days. Sir Henry Clinton, whom Howe had left at New York, had not been able to go to Burgoyne's aid because of Washington's activity in the neighborhood of Philadelphia. Indeed Howe himself had been obliged to send to Clinton for reënforcements.

Burgoyne's
desperate
straits

Still believing that an army was coming up the Hudson to help him, General Burgoyne crossed that river about the middle of September, and later risked two battles with the Americans, near Saratoga. Although General Gates was in command of the Americans, he was no fighter, and it was Arnold and Morgan who actually led the troops in battle. Burgoyne was badly defeated, and as General Lincoln had blocked his return to Fort Ticonderoga in the rear, starvation stared the British in the face. Burgoyne planned to retreat by the way he had come, but found the Americans guarding the fords of the Hudson behind him. A story is told that some British officers' wives and wounded soldiers were huddled in a cellar for protection from the American fire. Water was needed to quench their thirst, but whenever one of the men came out of the house, the Virginia sharpshooters picked him off immediately.

His defeat
at Saratoga

Finally one of the officers' wives offered to go for water. She brought a supply time and again, for the Americans would not fire upon a woman.

Clinton's
aid comes
too late

In the meantime Clinton had started a small force on its way up the Hudson to Burgoyne's aid, but



Burgoyne's Surrender to General Gates

it was too late, and on the seventeenth of October Burgoyne surrendered to General Gates. Besides the captured army the Americans took large quantities of arms and ammunition. The British were treated with much consideration. The redecoated soldiers were allowed to march out of their camp with the honors of war, the officers keeping their small

Burgoyne
surrenders

arms. The rank and file piled their muskets in an appointed field. When Burgoyne handed his sword to General Gates, he said, "The fortunes of war, General Gates, have made me your prisoner." Gates immediately handed back the sword, saying, "I shall always be ready to testify that it has not been through any fault of your Excellency."

This victory, and Washington's Germantown campaign, made a wonderful impression in Europe. England repealed the tea duty, and all the laws of 1774 to which the Americans had objected. Commissioners were sent to America to arrange terms of peace with the colonies. In fact, England offered the colonists all but independence.

The turning point of the war

When the French king heard of the American feats of arms and saw how differently England now acted toward her colonies, he consented to an alliance with the Americans. The French still smarted under the defeat at Quebec and the loss of America. They wanted to separate England's colonies from her and so agreed to help the Americans with men and money and ships. For this purpose a treaty was signed by French and Americans at Paris in February, 1778. News of this treaty caused much excitement in England. The king was urged to make William Pitt prime minister, for he was believed to be the man who could bring about peace with the colonies. But Pitt suddenly died, so Lord North continued to be Prime Minister, and the war went on.

France openly aids colonists

WHAT TO KNOW

Howe's plan to go to Albany to help Burgoyne was not carried out. He listened to the advice of the traitor, Charles Lee, and tried to capture Philadelphia first.

By the battles of Brandywine Creek and Germantown, Washington, although defeated, so delayed Howe that by the time he captured Philadelphia it was too late to help Burgoyne.

Not having received aid from either St. Leger or Howe, Burgoyne was forced to surrender to General Gates after the battle of Saratoga. This victory was the turning point of the war. England repealed the tea duty and all other laws of 1774 (the Intolerable Acts), and tried to arrange terms of peace without independence.

France now openly offered the colonists men, money, and ships to help them win their independence, and at once sent over a fleet.

QUESTIONS FOR STUDY

1. Why did not Howe join Burgoyne at Albany as he had planned? What was Charles Lee's advice to Howe?
2. How did Howe try to deceive Washington as to his plans?
3. Give an account of Howe's water route to Elkton.
4. Tell how Washington prevented Howe from joining Burgoyne. Why did Washington do this?
5. What two battles were fought between Washington and Howe? What city did Howe then capture?
6. What battles did Burgoyne fight with the Americans? What generals commanded the American forces?
7. Why was Burgoyne forced to surrender? Describe the surrender of his army.
8. Why is this surrender called the turning point of the war? What did it cause England to offer to the colonies?
9. How did France now aid the Americans?

LESSON XXVIII

Review the first period of the Revolution and the second period to the turning point of the war—

Burgoyne's surrender. Use the summaries and questions from Lessons XXI to XXVII inclusive.

Notice that the British always spent their time and strength in trying to hold cities (Boston, New York, Philadelphia). They continued this policy to the end of the war.

In studying this or any other war make free use of maps.

For composition topics the following may be used :

- (1) Paul Revere's Ride.
- (2) Battle of Bunker Hill.
- (3) Declaration of Independence.
- (4) Washington's Retreat from Long Island.
- (5) Death of Nathan Hale.
- (6) Turning Point of the War.

SUGGESTION

Pupils may dramatize the signing of the Declaration of Independence, presenting four scenes.

I. Richard Henry Lee proposing independence in the Continental Congress.

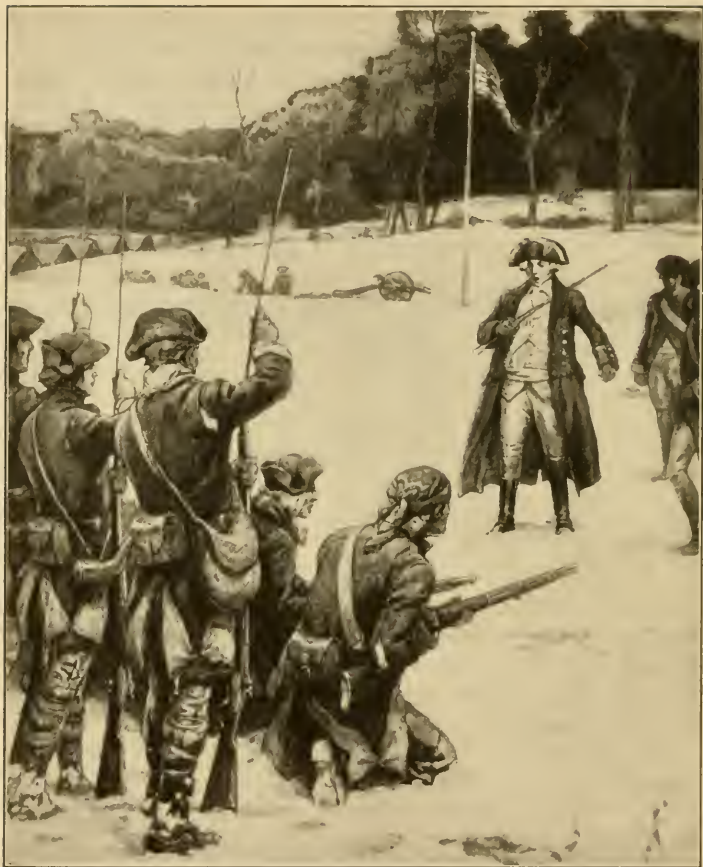
II. The appointment of the committee to draw up the declaration.

III. Thomas Jefferson presenting the finished document to Congress.

IV. The vote for its adoption by Congress.

LESSON XXIX

Foreigners Give their Services to America. — Lafayette and De Kalb
During the summer of 1777 the Marquis de Lafayette, a young French nobleman, fitted out a ship,



Steuben Drilling Troops

and sailed from France to America, taking with him Baron De Kalb, a German army veteran. These gentlemen offered their services to Washington, and both were made generals in the Continental

army. In the early winter of 1778 another foreigner, Baron von Steuben, joined the American army. He was made inspector general, and by the use of Prussian discipline and tactics he soon trained our soldiers to be better prepared to fight the enemy. About the same time two patriotic Poles, Kosciusko and Pulaski, entered the American army.

Von
Steuben

Kosciusko
and
Pulaski

Winter at Valley Forge. — Burgoyne's surrender put heart into the Americans. From this time, the British fortunes in America steadily declined. To the patriots, it seemed as if the war would soon be over. But the winter that followed did much to dampen their spirits. Washington's army suffered terribly at Valley Forge. Owing to bad management on the part of Congress and the officers in charge of supplies, the soldiers were poorly fed. Many of the men were without shoes, their bleeding feet, here and there, marking the frozen ground with crimson. Their clothing was in tatters, and few had even straw to sleep on. To add to Washington's discouragement, a dissatisfied officer named Conway, aided by General Gates and a number of other conspirators, tried to influence Congress to remove Washington from command of the army and put Gates in his place. This movement is called the "Conway Cabal." Fortunately it was unsuccessful, and Washington's patience and care of his troops during the severe winter at Valley Forge added to his reputation.

Sufferings

Conway
Cabal

Clinton
commands
British

End of the Second Period of the War. — In the spring of 1778, General Howe resigned and was succeeded by Sir Henry Clinton as commander in chief. When the news reached Clinton that the French were preparing to send ships and men



Washington Reprimanding Lee

to aid the Americans, he decided to leave Philadelphia with his army and return to New York. Accordingly, in June, 1778, he evacuated Philadelphia, and started across New Jersey with Washington in pursuit.

Battle of
Monmouth

At Monmouth, the Americans caught up with the British, who moved slowly because of the quantity of baggage they carried. General Charles Lee, who had lately been exchanged for an English officer, was intrusted with the advance. He

was expected to begin the attack, and was to be supported by Washington, who was coming up with fresh troops. Lee began the battle, but suddenly and for no apparent reason ordered a retreat when everything pointed to an American victory. Washington, coming up at this moment, rallied the troops and drove the British from the field. But the traitorous conduct of Lee had broken the force of the blow, and Clinton was able to proceed on his way to New York under cover of darkness. For his misconduct in this battle, Lee was tried by court-martial and deprived of his command for a year. Later, for another offense, he was dismissed from the service. He died before the close of the war.

Lee in
disgrace

Expedition to Rhode Island. — During the summer of 1778, the Americans planned to capture a force of six thousand English soldiers stationed on the island of Rhode Island in Narragansett Bay. The expedition, however, under General Sullivan, aided by a French fleet under Count d'Estaing, was not well managed and nothing came of it.

Border Warfare. — The latter half of 1778 and the year 1779 were not distinguished by any great battles between the opposing armies. At this time England was at war with Holland and with Spain, as well as with France, so that she was unable to send any more soldiers to America. With the help of Indians the British carried on war with

Indian
massacres

Wyoming
and Cherry
Valley in
ruins

The In-
dians
punished

Struggle
over dis-
puted
territory

the colonies mostly by the burning of border settlements and the bloody massacres of frontier colonists. The outrages took place in New York and Pennsylvania, and in the region extending westward from the Allegheny Mountains to the Mississippi. In July, 1778, the Mohawk Indians under their chief, Joseph Brant, spread death and ruin through the Wyoming Valley of Pennsylvania and later laid waste the towns of Cherry Valley in New York. Against these Indians, Washington sent Sullivan with five thousand men. More than forty Iroquois villages were destroyed, together with their supplies of corn, and in a battle near the present city of Elmira, Indians and Tories were badly defeated.

About this time settlers began to move into the country west of the Alleghenies. The Indians, especially the Cherokees, tried to keep the white settlers out. The border warfare that followed was to decide the question whether the Americans were to be able to hold their settlements in the disputed territory against both English and Indians. Had it not been for the bravery and the ability to fight the Indians of Daniel Boone, in Kentucky, James Robertson and John Sevier in Tennessee, George Rogers Clark in the Illinois country, and others, the Allegheny Mountains and not the Mississippi would most likely have been made the western boundary of the United States at the close of the war.

Some of the most cruel massacres in the western

country were committed at the suggestion of Colonel Hamilton, British commander at Detroit. He paid the Indians so much for each settler's scalp brought in. For this he was nicknamed the "Hairbuyer." But he did not lead the Indians himself, and they were no match for the kind of settlers whom they tried to murder.

Hamilton
the "Hair-
buyer"

WHAT TO KNOW

Lafayette, Von Steuben, De Kalb, Kosciusko, and Pulaski gave their services to help the Americans gain their independence.

Washington and his army passed a winter of terrible suffering at Valley Forge (1777-1778). The Conway Cabal conspired to remove Washington as commander in chief of the army.

After Burgoyne's surrender, Clinton commanded the British forces and left Philadelphia for New York, closely followed by Washington from Valley Forge. At the battle of Monmouth the British were defeated and continued their retreat to New York. There they were watched by Washington, whose army stretched from West Point to Morristown.

In July, 1778, Wyoming and Cherry valleys were laid in ruins by the Indians, whose villages in turn were destroyed by the Americans.

West of the Alleghenies, English and Indians disputed the white settlers' possession of the territory.

The British paid the Indians to massacre the settlers, who were able, however, to hold their forts against the redmen.

QUESTIONS FOR STUDY

1. Tell how foreigners gave their services to help the Americans.
2. Describe the winter at Valley Forge.
3. Give an account of the Conway Cabal.
4. Tell about the battle of Monmouth. Why was Lee dismissed from the army?
5. Why was there little fighting done in 1778 and 1779?

6. Tell about the destruction of settlements in Cherry Valley? How was it avenged?

7. What did the border warfare decide?

8. Who were some of the American leaders in this warfare? Against whom did the Americans fight?

9. How did the British get the Indians to massacre the western settlers?

LESSON XXX

Gets
money
from Vir-
ginia

George Rogers Clark Seized the Country North of the Ohio. — Most of the western colonists were glad enough to be able even to hold their forts against the red men, but George Rogers Clark went further; he carried war into the enemy's country. In 1777, Clark was living at Harrodsburg in eastern Kentucky, then a part of Virginia. Determined to take possession of the country north of the Ohio for the Continental Congress, he made his way back to Virginia, where he laid his plans before Governor Patrick Henry. The governor encouraged him, but could do little more for him. He made him a colonel and gave him a sum of paper money with instructions to raise a force of men and proceed against the English in the Illinois country.

With one hundred fifty men Clark sailed down the Ohio to a point opposite the mouth of the Tennessee River. He had already been joined by a number of Kentuckians, and here he was further strengthened by a company of American hunters. In ten days more he had reached the town of Kaskaskia, on the Mississippi. It was evening when he approached

the place. A ball was in progress. Some of his men surrounded the town and some went to the fort with Clark. Slipping into the hall where the dance was going on, Clark stood with his back



Clark

to the door. Suddenly an Indian, lying on the floor, seeing that an enemy had entered, uttered a piercing war whoop. Women screamed, and all was disorder. As men dashed toward Clark, he folded his arms and bade them dance on, not under British

Towns
surrender
to him

rule, but under the rule of Virginia. The town at once surrendered to him, and a little later the towns of Cahokia and Vincennes also accepted American rule.

Hamilton
at Vin-
cennes

But Clark had too few men to hold these places, and when later in the year Colonel Hamilton, the British commander, came against him with five hundred Indians, Canadians, and British, the town of Vincennes was again lost. Winter was approaching, and Colonel Hamilton made up his mind that he would stay at Vincennes and attack Clark at Kaskaskia in the spring. Most of his men he sent back to Detroit. Clark saw that to wait for Hamilton to attack him was to invite disaster, so he decided to move at once against his enemy.

Hardships
of Clark's
company

With one hundred thirty picked men, he set out in February, 1779, on a march of two hundred forty miles. The weather was bitter cold, and as the journey of sixteen days came to an end, food became so scarce that for two days the company had none at all. During the last five days they waded through the icy water of the flooded Wabash region. Colonel Hamilton, taken by surprise and deserted by his Indian

Clark cap-
tures
Hamilton

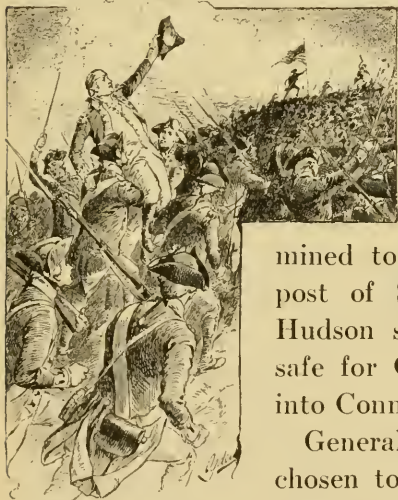
allies, was captured with the garrison. Some of these men were set free, but Hamilton and about twenty-five of his followers were sent, under guard,

What
Clark's
success
meant

to Virginia. By this brilliant stroke of George Clark the English were prevented from further employing the Indians against the western settlers. The continent as far as the Mississippi on the west

and the Great Lakes on the north was in the possession of the colonies, and open to the pioneers who were soon to come into the Illinois country for settlement. Thus did Clark, a young man only twenty-four years of age, supply one of the brightest pages in the history of the American Revolution.

Anthony Wayne Storms Stony Point. — The year 1779 saw little fighting. Clinton attacked New Haven in Connecticut and burned the towns of Fairfield and Norwalk. He hoped thereby to draw



Stony Point

part of Washington's force away from the Hudson River, and so to be able to take West Point. Washington, however, deter-

mined to capture the British post of Stony Point on the Hudson so as to make it unsafe for Clinton to send men into Connecticut.

General Anthony Wayne was chosen to make an assault on Stony Point. He was a bold and brave leader. In the middle

of July, at dead of night, he and his men carried the fort at the point of the bayonet without firing a single shot. As Washington thought it best not to hold

Why Washington wanted Stony Point

the place, the cannon and stores were removed from the fort and it was then destroyed. Washington next strengthened his force at West Point.

Both England and the United States were becoming exhausted in the struggle. At one time during this year, England had over three hundred thousand soldiers in different parts of the world defending her possessions against Spain, France, and native rulers in India. As he could spare no more men for the war in America, King George tried to make an alliance with Russia, but that country declined to meet his advances.

Naval Warfare. — Up to this time we have not spoken of the American navy, which did such brave work in helping the colonies to gain their liberty.

It proved to be a source of great annoyance to Great Britain, who had boasted of being “Mistress of the Seas.”

Toward the end of 1775, the Continental Congress ordered thirteen frigates to be built. At the same time, ordinary merchant ships were bought and fitted for war service. This brought



John Paul Jones

The American navy

the navy up to thirty vessels before the Declaration of Independence was signed. Esek Hopkins was the

first commander in chief. As he stepped aboard his flagship, at Philadelphia, in January, 1776, Lieutenant Paul Jones raised to its mast the first naval flag of the United States — a yellow silk flag, bearing the figures of a pine tree and a coiled-up rattlesnake beneath the words, “Don’t tread on me.”

First
United
States
naval flag

The first prize ship captured by the navy was brought in by the Lexington, commanded by Captain John Barry, who had taken the British vessel off the coast of Virginia after a severe fight. But the Americans were not satisfied to stay at home with their ships. They carried the war into the enemy’s waters. In 1777 and 1778, the cruisers *Reprisal* and *Revenge* boldly captured prizes off the coast of England and Ireland, and alarmed the British coast towns, finally reaching French ports in safety.

War on
the sea

JOHN PAUL JONES. — In 1778 and 1779, John Paul Jones, with the *Ranger*, and afterwards with the *Bonhomme Richard*, destroyed English vessels in the Irish Channel. He also set fire to ships in an English port, and ended by fighting one of the most severe naval battles in history with the British frigate *Serapis*. This happened while he was in command of the *Richard*. His ship came alongside of the *Serapis*, and with his own hands he lashed the two together. While the battle was going on the English commander thought the Americans wanted to surrender, as their firing

John Paul
Jones

Fight be-
tween the
Serapis and
the *Richard*



202 Fight between Bonhomme Richard and Serapis

slacked up for a few moments. "Have you struck?" called he. "No," replied Jones, "I have not yet begun to fight." The battle lasted with terrible fury till the Americans threw hand grenades or torpedoes on the deck of the British ship. When one of these exploded a chest of powder, the British, thoroughly beaten, gave up and surrendered. It was well for Jones and his men, as the *Richard* was already sinking. For this and other exploits in British waters, Congress presented Jones with a gold medal.

WHAT TO KNOW

George Rogers Clark, with less than two hundred men, by his bravery and courage won the country north of the Ohio, for the Americans. He opened up all the land to the Mississippi for settlement.

In 1779 Anthony Wayne captured Stony Point from the British.

England was now at war with France, Spain, and the Colonies. She tried to get Russia to help her with soldiers, but failed.

The American navy by July, 1776, consisted of thirty vessels. John Paul Jones raised the first naval flag of the United States in 1776.

In 1777 and 1778 the American ships waged war with England on the seas, capturing some English ships, destroying others, and alarming the British coast towns. In 1779 Jones in the *Richard* won a great naval battle over the British frigate *Serapis*.

QUESTIONS FOR STUDY

1. Give an account of George Rogers Clark's expedition against Vincennes.
2. What did Clark gain for his country by his services?
3. Why did Washington wish to take Stony Point?
4. Who captured it? What other point did Washington then strengthen?

5. What ships did the American navy have in 1776? Describe the first naval flag.

6. Tell how the American warships annoyed the British in their own waters.

7. Who was Paul Jones? Give an account of his battle with the *Serapis*.

LESSON XXXI

Privateer-
ing more
profitable
than army
life

American Privateering. — Besides the ships sent out by Congress, many vessels, called privateers, were sent out by merchants and by the states, to prey on English commerce. These privateers captured hundreds of vessels, which were sold in many ports, American and foreign, at good prices. The business of privateering was so profitable that more than seventy thousand men are said to have engaged in it during the war. It was indeed more attractive than service in the poorly fed, underpaid, and badly equipped Continental army. All supplies for the army must of course come from Congress, but the Congress which had no legal authority even when it began in 1775, had become steadily weaker. Its members were little respected, for they showed themselves too ready to listen to men like Gates, Lee, and Conway, who sought to ruin Washington, and otherwise raise discord in the patriot ranks. Moreover, the Congress had no power to raise money by taxation and had to ask the states for funds, — requests to which little heed was paid. Money was raised by loans in Europe and by large issues of paper money, but the

Congress
grows
weaker

foreign bankers at length looked upon American credit as dead and the paper money fell in value till in 1780 it was worth nothing at all in coin. Were it not for the money received from France, and from private persons like Robert Morris of Philadelphia, it is hard to see how the war could have been carried on to a successful close.

THIRD PERIOD OF THE WAR. — War in the South. — Four years of war had now passed, and England had little to show for her efforts. All she had gained was the possession of New York City and Newport. These she was able to hold because of the presence of the British war vessels which the colonists had no naval force able to defeat. Two things were plain, — the poor generalship on the British side, and the splendid military skill of George Washington. The British had made a series of blunders by occupying Boston and New York and Philadelphia, and failing to follow up their successes by utterly crushing the American army. Now they resolved to begin with Georgia, the southernmost colony, and work north. They reasoned that there were many loyalists in the south, especially in the Carolinas. These would help them to defeat the patriots, cutting off one colony at a time. They believed that at any rate, if the Americans should win their independence, they could be confined to that part of the continent, extending from Virginia to Massachusetts.

What
British
planned to
do in the
South

English
take
Georgia

Accordingly, late in 1778, a force of British from New York attacked Savannah and easily captured it. Not long afterwards, Augusta was taken by a force of only eight hundred British, and Georgia was in the hands of the English. The American general, Benjamin Lincoln, who had been sent by Congress to look after affairs in the south, had won fame in the campaign against Burgoyne. He was a patriotic and a well meaning man, but he lacked experience and skill. In the fall of 1779 he tried, with the aid of Count d'Estaing, who had arrived with a French fleet, to drive the British from Savannah. After a siege of two weeks, an assault was made on the fortifications, but the Americans were badly defeated with the loss of nearly a thousand men. Among those killed was Count Pulaski, the Polish nobleman who had come to help the colonists, and the brave Sergeant Jasper, who had replaced the flag when it was shot down in the midst of the British attack on Fort Moultrie in 1776. Count d'Estaing sailed away, and the British turned their attention to the Carolinas.

Siege of
Charleston,
South
Carolina

In 1779, General Prevost had laid siege to Charleston in South Carolina, but, upon hearing that General Lincoln was approaching to its relief, had returned again to Savannah. Drawing in his troops from the Hudson and from Rhode Island, Sir Henry Clinton, at the end of 1779, sailed with a large force of men to Savannah, and from there marched against

Charleston, which Lincoln occupied. At the same time, Washington sent most of his southern troops to increase Lincoln's army. Early in 1780, the British laid siege to Charleston. Lincoln had plenty of warning of their approach and could easily have made his escape. He did not take advantage of his opportunities, however, and allowed himself to be caught in a trap. After being besieged for two months he was forced to surrender on the twelfth of May, 1780. He and his whole army were taken prisoners of war. The loss of the city was bad enough, but the worst part of the disaster was the capture of Lincoln's army. The state of South Carolina was wholly at the mercy of the British, who seized the property of patriot and loyalist alike and declared that all who did not take the oath of allegiance to the crown would be treated as traitors. Clinton then returned to New York, leaving Lord Cornwallis with five thousand men to finish the conquest of the south.

American
army taken

WHAT TO KNOW

American privateers were men who during the war made a business of preying upon English commerce, capturing and selling English ships and their cargoes at good prices.

At this time Congress was a weak body. It listened to false stories meant to hurt Washington. Congress could get very little money from the states. The war would probably have failed but for money supplied by Robert Morris and the French.

Late in 1778, the British planned to take Georgia, the southernmost colony, and work north, cutting off one colony at a time. They easily captured Georgia, and in 1779 and 1780, South Carolina was taken, with Lincoln's whole American army.

QUESTIONS FOR STUDY

1. What is meant by privateering? Why were there so many American privateers during the war?

2. Why was the American army in such a poor condition?

3. Why was American paper money worth nothing by 1780? Who supplied funds for the war?

4. Why did England plan a campaign in the south? What colony did she take first?

5. Give an account of the siege of Charleston in 1780.

6. State three unfortunate results to the Americans.



Marion and his Men

LESSON XXXII

Partisan Warfare. — These were dark days for the southern patriots, but their cause was not wholly dead. The South Caro-

Raids
under
partisan
leaders

linians saw that they must take up arms on either one side or the other. Some, called Tories, sided with the British while others began to gather under such par-

tisan leaders as Francis Marion, called by the British the "Swamp Fox," Thomas Sumter, Andrew Pickens, and others. These men hid their forces in swamps and forests. From their hiding places they would descend suddenly upon small British detachments or upon wagon trains and capture them or cut the guard to pieces. In this way Cornwallis was greatly annoyed. He found South Carolina hard to hold, though he was helped by Colonel Tarleton.

THE SONG OF MARION'S MEN

Our band is few, but true and tried,

Our leader frank and bold ;

The British soldier trembles

When Marion's name is told.

Our fortress is the good greenwood

Our tent the cypress tree ;

We know the forest round us,

As seamen kown the sea.

We know its walls of thorny vines,

Its glades of reedy grass,

Its safe and silent islands

Within the dark morass.

* * * * *

Well knows the fair and friendly moon

The band that Marion leads —

The glitter of their rifles,

The scampering of their steeds.

'Tis life to guide the fiery barb

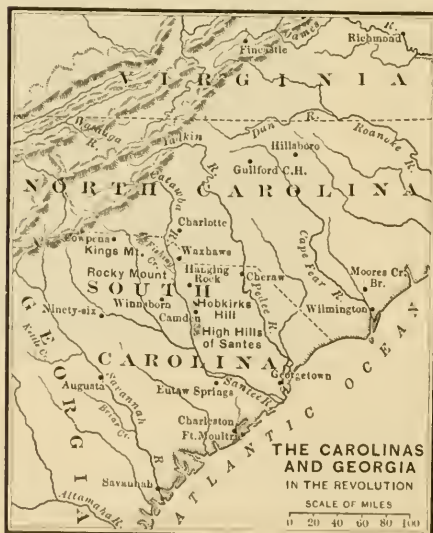
Across the moonlit plain ;

'Tis life to feel the night-wind

That lifts his tossing mane,

A moment in the British camp —
 A moment — and away
 Back to the pathless forest,
 Before the peep of day.
 Grave men there are by broad Santee,
 Grave men with hoary hairs;
 Their hearts are all with Marion,
 For Marion are their prayers.
 And lovely ladies greet our band
 With kindest welcoming,
 With smiles like those of summer,
 And tears like those of spring.
 For them we wear these trusty arms,
 And lay them down no more
 Till we have driven the Briton
 For ever, from our shore.

— WILLIAM CULLEN BRYANT.



Gates Utterly Defeated at Camden. — About the middle of 1780, another American army was raised for service in the south. General Gates, upon whom many looked as the conqueror of Burgoyne, was placed in command. His forces consisted of some veteran Maryland and Delaware troops and raw militia from Virginia and North Carolina. Gates at once proceeded with his army to Camden, South Carolina, a place where the principal roads met, leading from the seacoast to the mountains, and from the country north and south. Here he was met by Lord Cornwallis. Gates very foolishly ordered militia that had been with him but twenty-four hours to charge the trained British soldiers. The charge was a failure, and the militia broke and fled in wild panic. Cornwallis utterly defeated and scattered them, and also routed the regular troops, who, under Baron De Kalb, fought bravely against overwhelming odds. Gates rode from the battlefield in haste and never stopped till he reached Clermont, a town sixty miles away.

Battle of
Camden,
South
Carolina

When Gates left home to take command of the army, Charles Lee had said to him, "Take care that your northern laurels are not changed to southern willows." But Gates had not been careful, and so he now retired in disgrace from the army. His blunders and poor generalship had caused the loss of a second American army in the south and the conquest of South Carolina seemed to be certain.

Southern
willows

Second
American
army lost

Many de-
sertions to
British
army

Treason of Arnold. — Many people in the colonies again looked upon the American cause as lost. The soldiers of the Continental army especially seemed to lose heart, and as many as a hundred a month deserted to the British. One of those who thought matters were hopeless was Benedict Arnold, commander at West Point. He had been put in command at Philadelphia after the British left it in 1778, because his wounded leg made him unfit for active service. There he had quarreled with the state government of Pennsylvania, which presently brought charges of dishonesty against him. He was tried both by Congress and by court-martial and was acquitted by both. Other charges of misusing public wagons and carelessly giving a pass to a hostile ship to enter port, were brought against him, and on these he was sentenced to a reprimand by Washington. The commander in chief made his scolding so mild that it was plain he believed Congress had treated Arnold too severely. He then offered him the command of the northern branch of the army, but Arnold asked for and received the command of West Point. He thought to revenge himself on Congress by surrendering West Point to the British, for he believed that this one stroke would end the war.

Benedict
Arnold
under
charges

He receives
a reprimand

He plans
revenge

Early in 1780, Arnold began secretly corresponding with Sir Henry Clinton at New York to betray West Point for gold. The business was nearly

completed when in September, Clinton, wishing to arrange some details, sent Major André up the



George Washington Rebuking Arnold

Hudson in the sloop of war Vulture to talk them over with Arnold. Everything had been satisfactorily arranged, and André was returning to New York, on horseback, contrary to orders, when he was captured by three American militia men. They

André
captured

searched him, and found in his boots papers that proved the treason of Arnold. André was brought before a court-martial, tried, condemned, and hanged

Arnold's
treason
discovered

André as a spy. Arnold, who heard of André's capture, hanged escaped to New York, where he claimed the sum of



André

money and the generalship in the British army which Clinton had offered him for his treachery. Arnold had shown that he was a wretched, unprincipled villain, and was despised even by the British army which he joined. He was treated with contempt in England also, where he lived till his death, regretting bitterly his disgraceful act. It

is said Washington, who had always liked and trusted Arnold, was shocked and saddened by his treason.

It was fortunate for the Americans, however, that Arnold's plot had been discovered in time. For West Point, the strongest post in the north, was now safe.

WHAT TO KNOW

Although South Carolina was captured, there were many patriots there, who, under Marion, Pickens, Sumter, and Lee, made sudden raids upon the British and their supplies, often capturing them. So Cornwallis found South Carolina a hard place to hold.

A second American army was raised for the south and put under General Gates, but at the battle of Camden, South Carolina, he was defeated and his army routed. Gloom in the colonies and desertions to the British army followed. At the same time, Benedict Arnold turned traitor and tried to surrender West Point to the British. Arnold's treason was found out in time. So West Point was not lost.

Arnold escaped to the British line and received the money and position he had bargained for. But he died in disgrace in England.

QUESTIONS FOR STUDY

1. What kind of warfare did Marion and Sumter conduct in South Carolina?
2. Why did the British find South Carolina a hard place to hold?
3. What were the results of the battle of Camden, South Carolina?
4. Explain why Benedict Arnold was tried by court-martial. How otherwise did Arnold feel unjustly treated?
5. What was his revenge? What terms did he make with the British?
6. Tell about André's capture and death.

LESSON XXXIII

Turning Point of the War in the South. — These were among the most hopeless days of the Revolution, but presently Cornwallis met the first of the series of disasters that was to end with his surrender, and bring the war to a close. The month following Cornwallis's victory at Camden, he began his march into North Carolina, confident that he would soon conquer all the states south of Pennsylvania. The way led far inland, and one of his most able and trusted officers, Major Ferguson, went even as far as the foot of the mountains. From there he sent word to the mountain villages that he would come and destroy them if they sent help to their fellow countrymen of the plain or the coast. When this threat reached the hardy pioneers beyond the mountains, they at once vowed vengeance on the man who had made it. Gathering under the leaders

Pioneer
settlers win
at King's
Mountain

Shelby, Sevier, Cleveland, and other Indian fighters, they pursued Ferguson, and came up with him at King's Mountain in the southwestern part of the state. Their company, about fifteen hundred strong, consisted of backwoodsmen from Kentucky, Ten-



Battle of King's Mountain

nessee, western Virginia, and the Carolinas, and militia that had joined them. They had no military training and little organization, but every one of them was a sharpshooter bent on giving the English, "Indian play."

In Ferguson's force there were many Tories, a class with whom he had much influence because of his pleasant and courtly manners. His camp lay on a high ridge protected by steep ascents on three sides and on the fourth by his baggage and wagon

train. Early in October the mountaineers attacked the British camp. Ferguson replied with a series of charges, directing his men by blasts on a silver whistle. When the British would charge the Americans on one side of the hill, those on the other would climb up behind them and pour deadly volleys into their rear from behind trees and rocks, in Indian fashion. Finally Ferguson himself fell under a rain of bullets. Then the British surrendered, having lost four hundred men as against the American loss of twenty-eight killed and sixty wounded. The defeat was a serious blow to Cornwallis, who depended on Ferguson for scouts, for light infantry, and for the recruiting of Tories. Nevertheless, Cornwallis did not suffer a complete defeat until the next year.

Defeat a
blow to the
British

Greene's Campaign in the South. — Congress now appointed General Nathanael Greene to the command of the army in the south. He could gather together only two thousand patriots, but he was the ablest general in the American army with the exception of Washington. He was assisted by General Daniel Morgan, who had already distinguished himself in nearly every battle from Boston to Monmouth; by "Light-horse Harry" Lee, the most skillful and dashing cavalry officer of the Revolution; and by Colonel William Washington, an able cavalry leader and a distant relative of the commander in chief. Baron Von Steuben, the

German officer, also assisted Greene, by drilling militia in Virginia to reënforce the American army.

Greene's
strategy

Greene, a master of strategy, divided his small force into two parts, putting one under General Morgan. In this way he was able to annoy Cornwallis so that he had to send Tarleton to watch Morgan. Neither Greene nor Morgan wished to risk a pitched battle until their forces should be stronger and better trained, but Tarleton came up with Morgan in January, 1781, at the Cowpens, a place in northern South Carolina, not far from King's Mountain. Tarleton forced a battle, and Morgan, though outnumbered, fought so skillfully that Tarleton barely escaped capture and got away with only two hundred seventy of his eleven hundred troops. He had lost over eight hundred of the very light infantry that Cornwallis needed so much for swift marching and without which he could not hope to beat the Americans.

Morgan's
victory at
Cowpens

This battle ended the second period of the war in the south. The first had resulted in gloom with the capture of Charleston, the second with utter defeat for the British at King's Mountain and the Cowpens. The star of hope was rising brightly on the American cause. Cornwallis, joined by Tarleton, started at once in pursuit of Morgan. The American general retreated across the Catawba River, which, becoming swollen by rain, was impassable to Cornwallis till three days later. Greene then joined Morgan, and

together they retreated across the Yadkin, which also became swollen after they had crossed it. Then Cornwallis and Greene began a race for the Dan River. Greene reached it first and crossed it. An incident in this retreat shows the wretched state of many of Greene's poorly clad soldiers and his care for their welfare. "How you must suffer from cold!" said the general to a barefooted sentry. "I do not complain," was the reply, "I know I should fare well if our general could procure supplies; and if, as they say, we fight in a few days, I shall take care to secure some shoes."

Morgan
and Greene
retreat

Condition
of Greene's
army

Greene's light infantry and cavalry so delayed Cornwallis that he could not come up with the American general. Besides, the English commander, with his tired army, was already too far from help and his supplies to follow any longer. Now the tables were turned. Greene recrossed the Dan and began to follow Cornwallis, who retreated toward the coast. At Guilford Courthouse, the two armies met about the middle of March, 1781. Greene, although anxious for battle, feared defeat because of the inexperience of his new recruits. In the fight that followed, the English, although they held the field, lost twice as many men as the Americans. Cornwallis called it a victory and sent a glowing account of it to England. "Another such victory," remarked an English statesman, "would destroy the British army."

Cornwallis
retreats

Battle of
Guilford
Court-
house

Greene re-
gains South
Carolina
and
Georgia

Cornwallis retreated from his "victory" to Wilmington, North Carolina, near the coast. Now that North Carolina had practically been cleared of British, General Greene, believing that Virginia was strong

enough to take care of itself, boldly pushed on to South Carolina. Here, in spite of a defeat at Hobkirk's Hill, he succeeded in occupying Camden and shutting up the British in Charleston. About the same time Generals Marion, Pickens, and Lee took Augusta and other posts in Georgia, and thus that state also was lost to the enemy.

Only once more was Greene forced to fight the enemy. This was at Eutaw Springs, early in September, where the result was a drawn battle. But the fall of the year saw



Nathanael Greene

British hold
but two
towns in
the south

the British occupying only two towns on the coast in the three southernmost colonies. These towns were Charleston and Savannah. All the labor of conquering these colonies for the king had gone for nothing.

WHAT TO KNOW

The British next tried to subdue the mountaineers of South Carolina, but at the battle of King's Mountain the pioneer backwoodsmen

defeated them with great loss. This battle was the turning point of the war in the south.

General Greene succeeded Gates in charge of the southern army. He put a part of his army under Morgan, who defeated the British at Cowpens. Cornwallis retreated toward the coast, followed by Greene and Morgan. The two armies fought at Guilford Courthouse, where the loss of British soldiers was heavy.

Leaving Cornwallis to retreat to Wilmington, North Carolina, and then to Virginia, Greene, during 1781, occupied South Carolina and Georgia, forcing the British into the towns of Charleston and Savannah.

QUESTIONS FOR STUDY

1. Give an account of the battle of King's Mountain.
2. Why was the British surrender so important?
3. Who was Nathanael Greene? Whom did he succeed in charge of the army in the south?
4. Why did Greene divide his army? What was the condition of his army?
5. What was the Cowpens? What was the result of the battle fought there?
6. Describe the British "victory" at Guilford Courthouse.
7. Tell how South Carolina and Georgia were regained from the enemy. What two towns in these states did the British still hold?

LESSON XXXIV

The War in Virginia. — In the meantime Cornwallis had been operating in Virginia. When he arrived there, in May, 1781, after retreating before Greene, he found Arnold in command. Arnold had been sent from New York by Clinton to make raids in Virginia, but he was now called back to New York. So Cornwallis commanded the whole force of British in Virginia, amounting to about five thousand men.

Cornwallis
retreats to
Virginia

Lafayette had been sent by Washington to oppose Arnold. Cornwallis now pursued Lafayette, but soon Anthony Wayne appeared on the scene with reënforcements. Wayne and Lafayette, with General Steuben, now turned on Cornwallis and attacked him as he crossed the James River. Although the Americans fought well, the battle was rather favorable to Cornwallis, who continued on his way to the coast, where he occupied Yorktown.

Cornwallis shut up in Yorktown: End of War. —

Washington now saw a chance to end the war. He



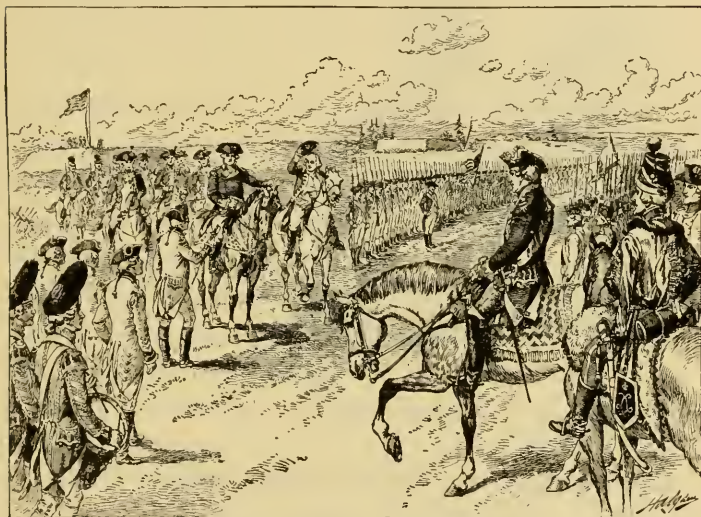
Siege of Yorktown

summoned French troops from Rhode Island, under the Count de Rochambeau, and made Clinton at New York believe that an attack was to be made there. As a French fleet was approaching the coast, this was a natural conclusion for Clinton to come to. What was his surprise, therefore, to find that Washington had taken

Washington moves secretly

most of his army south and was already past Philadelphia. Then Clinton learned that the French fleet he had seen was in Chesapeake Bay and that

another naval force was on its way to meet Washington in Virginia. Now he knew that Washington's real move was against Cornwallis at Yorktown. He sent a fleet to the relief of Cornwallis, but it was so



Surrender of Cornwallis

badly battered in a battle with the French fleet that it returned to New York.

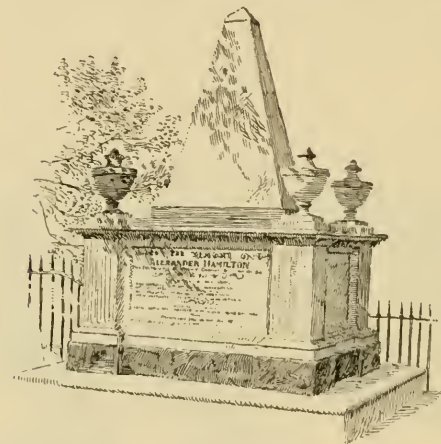
Yorktown, with its army of seven thousand, was soon besieged by the French fleet on the one side and the Americans and French troops to the number of sixteen thousand, on the other side. Bravely Cornwallis defended himself, but during a siege of about three weeks the Americans and French, under such dashing leaders as Lafayette and Alexander

Siege of
Yorktown

Hamilton,¹ took one intrenchment after another until his position was hopeless. Escape being impossible, Cornwallis handed his sword to Lafayette on the 19th

of October, 1781, and the Revolutionary War was at an end.

When the news of the surrender reached Congress its members attended a religious service and gave thanks to God, but when Lord North heard of it, he paced his office



Hamilton's Tomb, in New York

and wrung his hands, exclaiming, "O God, it is all over!" During the winter, chiefly owing to the efforts of General Wayne, Georgia was wholly cleared of British. They left Savannah in July, and Charleston, South Carolina, in December, 1782.

Terms of
the treaty

Treaty of Paris, 1783. — On September 3, 1783, at Paris, Benjamin Franklin, John Adams, and John Jay, for the Americans, signed a treaty of peace with England. Late in November of the same year, the

¹ During the Revolution Hamilton proved himself to be a brave soldier and an earnest patriot. He is also famed as a brilliant scholar and statesman. His tomb is in Trinity Churchyard.

British left New York, and the United States was rid of English control. It was then free to develop into the great nation it is to-day. According to the terms of the treaty, the United States not only received independence from Great Britain, but secured as its territory all the land from the Atlantic Coast to the Mississippi River, and from the Great Lakes to Florida, which then extended to the Mississippi. By treaty, Florida was given to Spain in the same year. France did not want our country to go beyond the Allegheny Mountains, but our commissioners insisted that the Mississippi be our western boundary.

Effect of the Revolution on England. — When George III announced the independence of the United States in Parliament, he did so in a voice choked with emotion. This was not only because he had lost the colonies, but because he had tried to rule both England and America without consulting the wishes of the people, and had failed. When the Revolution ended, Lord North gave up the office of prime minister, and William Pitt, the younger, who followed him, was the real ruler of England for the next seventeen years. Thus the people of England also gained much from the Revolution.

Why Eng-
land lost
America

Memories of the Revolution. — British occupation of New York City left bitter memories in the minds of the Americans for a number of reasons, but especially because of the prison ships on which American prisoners of war had been kept during the Revolution.

One of these ships, the *Jersey*, anchored in the East River, had been so filthy and germ-ridden that hundreds of Americans imprisoned on it died of fever and neglect. Hundreds of others died of starvation because a large part of the food meant for them was sold by British officers for their own profit. A splendid monument in Fort Greene Park, Brooklyn, now honors the memory of these unfortunate heroes, — the Prison Ship Martyrs.



Monument to Prison Ship
Martyrs

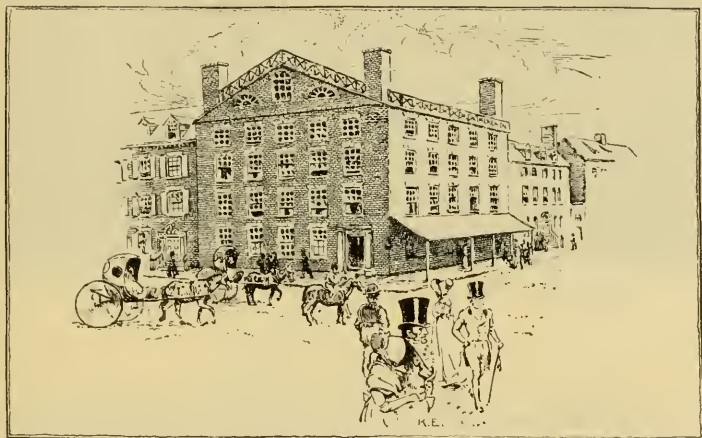
This city also saw the close of General Washington's Revolutionary service. Late in November, 1783 — on the day that the British left the city — in order to celebrate their going, George Clinton gave a banquet to Washington and more than a hundred officers and other

Washington taking
leave of
his officers

distinguished men. The banquet took place in Fraunces Tavern, a building that still stands at the southeast corner of Pearl and Broad streets, Manhattan.

Ten days later, December 4, Washington met

forty of his officers and bade them farewell. Raising a glass of water to his lips, Washington drank the health of all present and said, "With a heart full of love and gratitude, I must now take my leave of you. I most devoutly wish that your latter days may be as prosperous and happy as your former have been



Fraunces Tavern

glorious and honorable." The officers then drank to Washington's health; but they could not reply, for the sadness of farewell overcame them. Each shook Washington's hand in silence. Then their beloved chief left them to begin his journey to his home at Mount Vernon, Virginia.

The darkness of war had passed into memory. The young republic had awakened to the peace and prosperity of a new day.



Washington Taking Leave of his Officers and Friends

WHAT TO KNOW

Meanwhile Cornwallis marched to Yorktown, where, hemmed in by the French fleet under Count Rochambeau on one side and the American army on the other, he was forced to surrender to Washington and the war was ended October 19, 1781.

By the war Americans won their independence and England gave up the territory westward to the Mississippi and from the Great Lakes to Florida. Englishmen gained some power of self-government because of the American Revolution. British occupation of New York City left bitter memories because of the Prison Ship Martyrs.

Washington bade farewell to his officers in Fraunces Tavern in December, 1783.

QUESTIONS FOR STUDY

1. Why did Cornwallis go to Yorktown? What was Washington's plan of attack?

2. How was he aided by the French? Give an account of the siege of Yorktown and its surrender.

3. When were Charleston and Savannah taken by the Americans?

4. How was the news of the surrender of Yorktown received by Congress? By England?

5. What were the terms of the treaty of 1783? What did Englishmen gain by the war?

6. Who were the Prison Ship Martyrs?

7. Tell of Washington's resignation and farewell to his army.

LESSON XXXV. REVIEW

Review from Burgoyne's surrender to the close of the Revolution. Use the summaries and the questions of lessons XXVIII to XXXIV inclusive. Attention should be given to the more important facts only.

GENERAL QUESTIONS

1. In what parts of the colonies were the first, second, and third periods of the Revolutionary War fought?

2. During what years did this war take place?

3. What cities did the British take in 1780 and 1781?

In a composition lesson write from outline about one of the following:—

1. Winter at Valley Forge.

2. The Capture of Kaskaskia.

3. John Paul Jones.

4. Arnold's Treason.

5. Battle of King's Mountain.

6. Surrender of Cornwallis.

7. Washington's Farewell.

LESSONS XXXVI, XXXVII, XXXVIII, XXXIX

GENERAL REVIEW

- (1) Of French Explorations.
- (2) Of the French and Indian War.
- (3) Of the American Revolution.
- (4) Of the Landmarks.

SUGGESTION

Reviews may be made by topics, using the paragraph headings throughout the book.

Or, in these reviews pupils may be required, as far as possible, to give stories and descriptions of men and events suggested by the pictures and maps.

PART II. CIVICS

LESSON I

Fire. — Many buildings, and millions of dollars' worth of property are destroyed in the city of New York every year by fire. But a great deal more damage would be done if the city did not have a fire department.

Nearly all fires, whether serious or not, have small beginnings. If not controlled, fire spreads very quickly. People can aid the fire department to prevent fires from spreading by turning in an alarm from a fire alarm box or station as soon as a fire is discovered. When an alarm is sent in, firemen hurry at once to the burning building with the apparatus needed to put out the fire. Engines, hose wagons, hook and ladder trucks, and perhaps even a water tower, speed from the fire houses to the fire.

The fire
alarm

The most important pieces of fire apparatus are the engine and the hose, for it is the engine that pumps the water through the hose with such force that the firemen can fight the fire from a safe distance. On the following page is a picture of a fire engine house where engine and hose are kept. There



are about two hundred of these houses in New York City. In each of these buildings a fire engine company is quartered. A company is composed of from eight to sixteen men commanded by a captain

An engine
house



Interior of Fire House

and one or more lieutenants. A double company has twenty-two or twenty-three men.

On the ground floor of an engine house the engine stands ready to set out at a moment's notice. Back of it is the hose wagon. Near by, on the wall, are two gongs, one larger than the other, on which the alarms are rung by the Fire Alarm Telegraph Bureau

of the Fire Department. On one side, out of the way of the engine, there is a desk on which lies a book. In this book a daily record of the alarms and orders received is kept.

Everything in the fire house is very quiet at present in comparison with what it will be when an



Fire Engine going to a Fire

The fire-
men and
their duties

alarm is sounded. Most of the firemen are in their quarters upstairs resting or perhaps reading; but they may be busy at the necessary work which must be done every day, such as drying the hose or cleaning the hose wagon, engine, and engine house. When one of the gongs begins to ring, the men come sliding

down the brass poles, and spring on the engine and hose wagon. This is much quicker than coming down the stairs. The drivers jump to their seats, the doors of the fire house are flung open, and away goes the company to the fire. If the apparatus is horse drawn, the horses gallop at full speed to the fire. If it is gasoline driven, powerful motors propel it to the fire at high speed.

In fire houses where horses are used to draw the engines and hose wagons, harness will be seen hanging from cords running through pulleys fastened to the ceiling. When the alarm is sounded the horses run from their stalls and take their places at the engine and wagon, the harness is dropped and fastened on them, and off they dash.

When the clang, clang of a bell, or the shrill shriek of a whistle, warns people that a fire engine is coming, all traffic is halted while the firemen dash by at perilous speed. Little do the men know what is before them, for the fire may be easily put out or it may prove to be a very serious one.

WHAT TO KNOW

Millions of dollars' worth of property are destroyed by fire every year in New York City. Fire often spreads quickly, but the speedy arrival of fire apparatus at a fire prevents the spread of the flames, thus saving lives and property.

The engine is the chief piece of fire apparatus. It pumps water through the hose to the fire. In a fire house, engine, harness, and horses are so arranged that upon signal the engine and its crew can be on their way to the fire in very few moments.

Gasoline motor apparatus is driven to fires by high-powered motors.

All traffic halts as firemen speed to fires at perilous speed.

QUESTIONS FOR STUDY

1. What damage is done by fire in New York every year?
2. What should people do when they discover a fire?
3. Why are the fire engine and the hose, the most important pieces of fire apparatus? What is the use of a fire house?
4. Why can a fire company leave the fire house rapidly when called out? Tell what happens in an engine house when an alarm rings.
5. Mention some of the duties of a fireman in an engine house.
6. What do all other vehicles do when fire apparatus approaches?

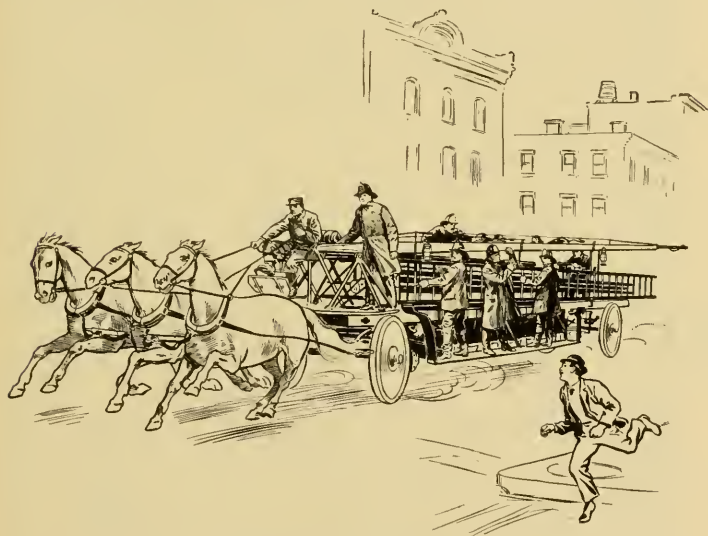
LESSON II

Stories of Heroism. — Little wonder that people stand still on the street to watch the engine rush by, for the ride to the fire is always full of danger to the firemen. They must travel with all possible speed, and are apt to meet with accidents due to slippery or broken pavements, collision with other vehicles, or other causes.

Some time ago a Brooklyn hook and ladder truck, drawn by three powerful horses, answered an alarm and sped down a street that sloped to the East River. As the driver neared the corner where he expected to turn to reach the fire, he put his foot on the brake to slow up but found to his dismay that it would not work. In another moment horses, truck, and men would be hurled into the

An alarm-
ing ride

river at the foot of the street. With lightning thought, the driver took what seemed the one chance of safety and swerved his horses for the turn, but the big truck only moved to one side a little and made directly for an electric light post and a store behind it on the corner. Straining on the reins, the brave driver brought the three big horses back against the truck in one last effort to



Hook and Ladder Truck

stop its progress. Just in the nick of time their mighty strength and weight brought the truck to a standstill. The electric light pole, struck by the apparatus, fell, grazing the steersman at the rear of the truck. A foot more and the driver would

have been crushed in his seat against the front of the store. Fortunately the horses, though scratched and bruised, also escaped death. Thus the brave fire-fighter risks his life in the service of his fellow-men even before he reaches the fire.

Many stories are told of the bravery of our firemen, for at nearly every large fire some of them save the lives of people hemmed in by fire and smoke, or of other firemen who are burned or overcome by smoke while fighting the fire. A chief of the New York Fire Department, so the story goes, was one day called to a fire on Rivington Street, Manhattan. As he entered the hallway, a frantic man met him, shouting, "Save my child! Save my child!" Fire raged and swirled in the front room, and the back room was full of smoke. Into the back room plunged the chief. Under the bed and upon it he groped for the child, but found that it had escaped. Then he dashed for the hall door. Reaching it, he found that a spring lock held it shut. At that moment the fire burst from the front room and the chief seemed doomed. He reached for the door knob, but it was almost red hot. Only one chance for life was left. Acting quickly, the chief kicked out the panel of the door, put his head through, and fell unconscious. Soon other firemen found him, fearfully burned, his coat burned off, and on his head only the metal rim of what was once his hat. Ten months in the hospital

A fireman
risks his
life

made him fit for duty again, but no amount of care could make him the strong man he once was.

Several years ago, Engine Company No. 36, Manhattan, went to a fire at Seventh Avenue and One Hundred Thirty-fourth Street. The people in the house had escaped, but one woman, living on the top floor, went back for a parrot she had at first forgotten. Cut off by flames and smoke, she ran to a front window and called for help. Some one on the roof dropped a rope to her, but she was too excited to tie it around herself. One of the engine crew ran to the roof, and fastening the rope about himself, was lowered by those on the roof to the window where the woman stood. He took hold of her, but together they were too heavy to be pulled up to the roof. Smoke poured from the window behind them, and the fireman knew that something desperate must be done quickly or the flames would soon be upon them. Seeing that the first window of the next house might be reached by swinging, he braced his foot against the building and swung out with the woman in his arms. Backward and forward they swayed like a pendulum. Once, twice, three times they swung, and the fourth time, with a great effort the fireman pushed his human burden through the window, sash and all, and on the next swing jumped in himself. His father, also a fireman, stood on a ladder below, breathlessly watching his son's heroic deed. When

A brave
rescue

he saw its successful end he shouted for joy, and the crowd in the street sent up a mighty echo.

To save a life, a fireman must often know more than just how to carry a person out of a fire. A Long Island City fireman, while attending a fire, was informed that there was a child in an apartment on the top floor. At the time the fire had complete control of hallways and stairways, and access by these means was impossible. So the fireman went up the rear fire escape to the top floor and entered the apartment, which was filled with smoke. Continuing his search, he found a boy about three years old, unconscious on the bed. He wrapped his coat about the child and succeeded in carrying him down the rear fire escape. He entered a store and laid the child on a counter. His chief asked him what he carried, and upon learning, sent in a call for an ambulance. But the fireman gave the boy first aid, and by artificial respiration restored him to consciousness before the ambulance arrived.

A fireman
gives first
aid

Heroism
of our
firemen

Once a fireman was asked what he thought about when he was risking his life to save some one else. "Think?" he replied. "Why, I don't think. There's no time to. If I'd stopped to think, five people would have been burned." That is the kind of man that stands every day between all of us and death or injury by fire. Of such men is the New York Fire Department composed — men equal in valor to any of the heroes of the battlefield.

WHAT TO KNOW

Accidents are apt to happen to firemen as they speed to a fire. Many stories are told of the bravery of firemen at fires. They risk their lives even on the way to the fire. They go into burning buildings to put out fire and to rescue people at great danger to themselves. They make rescues also from the outside of houses by means of ladders, ropes, or fire escapes, always forgetting their own safety for that of others. They have to act quickly, scarcely stopping to think of the danger of their work. They are heroes as much as are soldiers on battlefields.

QUESTIONS FOR STUDY

1. Why do people watch breathlessly, when fire apparatus dashes along the street?
2. Tell a story to show that firemen risk their lives even on the way to the fire.
3. Tell a story to show the danger of making a rescue inside a burning building.
4. Tell a story of an outside rescue, showing the bravery of the firemen.
5. Why must the work of rescue be quickly done?
6. What does the fireman do for injured rescued persons if a doctor is not at hand?

LESSON III

The Fire Department. — To protect the city from fire requires about nine hundred pieces of apparatus, — engines, hook and ladder trucks, hose wagons, water towers, and fire boats. Many of these are now run by gasoline, and by 1918 the horse will probably have ceased to be used in the fire department. There are more than a dozen fire boats, named, for the most part, after men who have been mayors of the city.

Necessary
apparatus

Cost of the
department

An army of more than five thousand regular firemen and almost three thousand volunteer firemen stands ready day and night to save people and their property from ruin by fire. The volunteers are in parts of Queens Borough and in Richmond, and are not paid. The salaries of the regular men,



Fire Boat

together with the upkeep of engines, horses, supplies, and other expenses of the fire department, cost the city more than eight million dollars yearly.

At the head of the Fire Department is the Fire Commissioner, appointed by the mayor. The Fire Chief, appointed by the Fire Commissioner from a Civil Service list, is the real commander of the firemen at fires. He is assisted by fifteen deputy chiefs and forty-six battalion chiefs. The battalion chiefs

attend all fires, but the Fire Chief and the deputy chiefs go to the large fires only.

All firemen, when newly appointed, are trained for their duties for thirty days in the department training quarters, and the officers, too, for a time attend a school called the fire college, where they receive special instruction for their duties. Here and there, in almost three hundred fire houses scattered throughout the city, these firemen await the call to duty. Some firemen are kept on duty at theaters and other places where large public gatherings are held. They give the alarm in case of fire and know what to do immediately to check or put out fires before these get much headway.

How firemen are trained

On duty at public places

The uniformed men taken together are called the Bureau of Fire Extinguishment. The three other bureaus in the department are the Bureau of Fire Prevention, Fire Alarm Telegraph Bureau, and the Bureau of Repairs and Supplies. Perhaps the most important of these bureaus is the Bureau of Fire Prevention. This branch of the fire department regulates the sales and storage of oils, gasoline, fireworks, and other materials that burn or explode easily. It takes action against people who set houses afire, and its inspectors visit department stores, hotels, factories, stables, tenements, and many other places to see that they are managed in such a way as to prevent fires. The inspectors see also that there are proper means of escape in case of

Fire department bureaus

Bureau of Fire Prevention

fire. The Bureau of Fire Prevention orders the owners of such places to provide fire escapes, to put in standpipes, to furnish water when needed, to repair electric wiring, to provide alarm systems, and to put up signs showing where fire escapes are located. This bureau can also cause owners to do many other things necessary to prevent fire and save life. Through the work of this bureau fires are steadily decreasing in number each year.

How citi-
zens can
help

Careless-
ness with
matches

Kerosene

Benzine

Alcohol

We should help this good work as best we can, for New York has had as many as thirteen thousand fires in one year, with the enormous loss of seven and a half million dollars' worth of property. Boys and girls may wonder how they can help to prevent this loss. But they will see the answer very clearly when they are told that of these fires almost three thousand were caused by the careless handling of matches, gas stoves, and lights, and by the building of bonfires. Boys ought never to build bonfires on asphalt pavements, for besides the danger to near-by houses the asphalt is destroyed and city money wasted. Many a boy, too, has suffered painful injury and even death by having his clothing catch fire from a bonfire. Children and adults should be careful never to pour kerosene on a stove, whether it is burning or not. They should never clean articles of clothing at night with gasoline, or benzine, or naphtha, in a room where there is anything but electric light. And one should never bring alcohol

near matches or lighted gas jets. Indeed, it is better to handle these liquids in daylight only, far from stoves or lights. These are things each one of us can be very careful about, and so help to save our own property and that of others. Through carelessness in these matters many people have suffered painful deaths.

In case of fire we can do our part and help the fire department by being cool-headed. If we should happen to be in a house, or a theater, or a school where a fire occurs, we can obey the rules for leaving quietly and in an orderly manner by the nearest exit. In this way we may help to avoid a panic with loss of life. In school, children should, of course, obey the rules for rapid dismissals, leaving the building quickly and above all in good order. We should all know, too, where the fire alarm boxes nearest to our homes are located, and how to turn in an alarm.

Calmness
at fires

WHAT TO KNOW

To fight fire, the city has engines, hook and ladder trucks, hose wagons, water towers, and fire boats. About five thousand paid firemen and three thousand volunteer firemen protect the city's houses from destruction by fire.

At the head of the Fire Department is the Fire Commissioner, appointed by the mayor. The fire chief, deputy chiefs, and battalion chiefs are in actual command at fires. Both officers and men of the Fire Department receive training.

The Fire Department consists of four bureaus. Of these the Bureau of Fire Prevention is the most important. Boys and girls can do much to help this bureau. They can be careful in the use of matches, gas, oil, and gasoline. Boys should not make bonfires. It

is good to put out fires, but better to prevent them. In public places where fire occurs, it is always best to keep calm and cool-headed. This may save life.

QUESTIONS FOR STUDY

1. About how many pieces of apparatus and how many firemen protect life and property from fire in New York City?
2. What officers direct the work of the Fire Department?
3. Name the bureaus or divisions of the Fire Department.
4. Tell what you know about the Bureau of Extinguishment. About the Bureau of Fire Prevention.
5. How can people help the work of this bureau? How may boys, especially, help?
6. How should people act in case of fire in a moving picture theater or other public building?
7. What care should be taken in the use of matches? Kerosene? Benzine? Name other liquids that people should use carefully in order to prevent fire.



Police Headquarters, New York

LESSON IV

The Police Department. — The Police Department has a large share in the protection of life and property. The policemen

form an army over ten thousand strong, always ready to protect citizens against theft, injury, or

danger. To pay the police, to maintain patrol wagons, horses, and supplies, and to keep police stations in good order, the city sets aside out of the money received from taxes, more than seventeen million dollars a year.

The Police Commissioner directs the work of the Police Department. His office is in police headquarters at Center Street between Grand and Broome streets, Manhattan. He is appointed by the mayor, and is assisted by four deputy commissioners. For the management of the police force, the city is divided into seventeen inspection districts, each under the command of an inspector, and each of these districts is divided into precincts. A police captain commands the officers in each precinct. When the men go out to patrol the streets each one has a certain number of blocks to look out for and this is called his "beat." In the less crowded parts of the city a policeman's beat is often very large and therefore citizens have difficulty sometimes in finding him.

The police
force

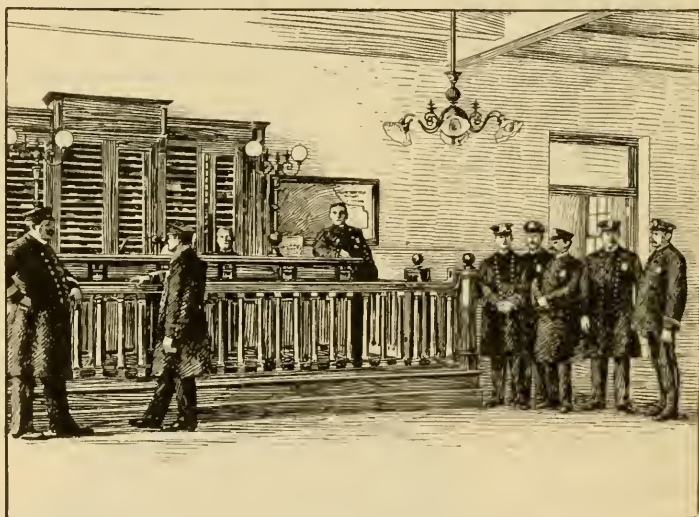
The
"beat"

In each precinct there is a station house in which prisoners are kept until taken to court, and where the policemen stay when on reserve duty. At the police stations patrol wagons are kept ready to go out in response to the call of policemen, to bring in arrested persons. Women prisoners are looked after by police matrons assigned to each of the station houses, certain of which are used wholly for the use of women prisoners.

Police
stations

The police-
man as a
friend

Perhaps some boys and girls feel that the policeman is an enemy, but, when they find out in how many ways he makes life safe for people, they will see that he is really a friend, and a good friend too, because he is a "friend in need." When violent men attack or rob citizens, he defends them, some-



In a Station House

How the
policeman
helps us

times at the cost of his life. Often, at fires, policemen make rescues with great bravery. When people have to cross streets crowded with vehicles, a policeman is there to see them over safely. And when the stranger in the city asks to be directed to any locality, the policeman usually gives the information quickly and courteously. Law-abiding citi-

zens have no quarrel with him, but to the criminal he is a constant terror.

Among the most helpful acts of the police is the finding of adults and children who disappear from their homes in this great city. Over three thousand grown people drop out of sight in the city of New York



Traffic Policeman

in one year, but of these the police restore more than two thirds to their homes. This alone would show

how helpful the Police Department is to the public. But particular mention must be made of the "traffic squad." These are the police who stand at busy corners and see that vehicles halt so as to allow people to cross the street. They also oblige automobiles and other vehicles to go at a safe speed, to keep to the right, and obey all other necessary rules for the con-

The "traffic squad"

venience and safety of the public. Many of the traffic squad are mounted on bicycles, motor cycles, or on horses, as are policemen in outlying parts of the city and in the large parks.

What we most rely on the police department for, however, is the prevention of crime and the enforcement of the law. The law says, for instance, that men shall be punished for stealing, for cheating at elections, and for many other wicked deeds. The police arrest offenders for breaking such laws, and seeing this, many other people inclined to do wrong remain law abiding.

When large public gatherings are held, where disorder is feared, or when parades occur in which thousands of people walk along the street and line the sidewalks, policemen preserve order. Panics are thus prevented and loss of life is avoided.

The Detec-
tive Bureau

Many people commit crimes so secretly that they almost escape punishment, but the Detective Bureau of the Police Department is ever on the watch for such criminals. Detectives do not wear uniforms, and so they are able to work as secretly as the criminal. That they are very skillful, too, in finding property which has been stolen, is shown by the fact that of over three million dollars' worth taken in a year, the detectives recover more than half.

One of the most interesting methods used by this branch of the service is the comparison of finger prints. When a criminal is arrested, the imprint of

his thumb is taken. In this way, the police get a large collection of thumb prints, no two of which are alike. When a new crime is committed, detectives immediately look for thumb prints on near-by objects such as doors or furniture. If prints are discovered, photographs of them are taken and compared with the thumb prints at police headquarters. By the use of this method the detectives often find that an old offender has committed the crime and he is soon caught, brought to trial, and punished. Sometimes he is reformed and becomes a respectable citizen, for after all, reform, rather than a desire for revenge, should be the object of imprisonment.

Thumb
prints

WHAT TO KNOW

Policemen as well as firemen protect life and property. For the support of the Police Department the city sets aside more than seventeen million dollars yearly. The police commissioner, appointed by the mayor, directs the work of the Police Department, assisted by four deputy commissioners.

Police headquarters is located at Center and Grand streets, Manhattan. The city is divided into seventeen police inspection districts, and these districts into precincts. Inspectors have chief command of the police in the inspection districts. A captain commands in each precinct.

A policeman's tour is called his "beat." The house where the policemen stay is called the police station. The policeman is a friend to good citizens. The police help to find people who are lost in the city. The "traffic squad" regulates the movement of vehicles on the street. The chief business of the police is to prevent crime and to arrest people charged with breaking the law.

QUESTIONS FOR STUDY

1. What protection are the police expected to give to citizens?
 2. How much does the Police Department cost the city?
- How many police are there?
3. What officers direct the work of the police? Where is police headquarters?
 4. How is the city divided for carrying on the work of the Police Department? What is a "beat"?
 5. What is the purpose of a police station?
 6. Explain how the policeman is a friend of good citizens and not an enemy.
 7. How do the police enforce the law?
 8. Tell what you know about the work of the detective.

LESSON V

Stories of Police Heroism. — Policemen may, if necessary, call on any citizen to help them to make arrests. No one may refuse in such a case without running the risk of being punished by arrest himself. The police seldom ask for help, and often perform brave deeds single-handed. It is considered a serious offense for any one to interfere with any officer in the performance of his duty, and any such interference is severely punished by law.

That the work of policemen is full of danger, you will see from the following stories about some of them who have been honored with medals for their bravery.

Some time ago a policeman stood on the subway platform of the Grand Central Station waiting for a train. One of his knees had been injured a short

time before and was still painful. Suddenly he saw a man at the edge of the platform stagger and fall to the track. A train was approaching. Forgetting his own pain, the policeman jumped to the track. The train was getting nearer and the officer struggled vainly to pull the man out of its path. A few seconds more and both would be run over by the approaching train. Death seemed certain, when the motorman saw a signal lantern waved by a porter and brought his train to a stop only fifteen feet away from the two men on the track.

Policeman
risks life
for another

Both were soon lifted to the platform by bystanders. The officer who had thought so little of his own life in attempting to save another, received honorable mention and two medals from the department for his brave deed.

One winter day about a year ago, a man jumped off a dock into the East River with the intention of killing himself. A life preserver was thrown to the would-be suicide, but he would not use it. A bystander caught him with a boat hook, but he pulled himself loose. A policeman patrolling near by noticed the commotion and ran to the spot. The man had sunk twice and was going down for the last time. Pausing only long enough to throw off his coat and cap, the officer plunged into the icy water, and after a struggle with the drowning man rescued him. When the policeman was pulled up on the dock he fell unconscious from shock and an

Policeman
saves man
from
drowning

injury to his back. He was taken to the hospital, and after a time recovered. One more brave act had been added to the list of those done by policemen who stand ready to risk their lives to save even the humblest citizen from sudden injury or death by accident.

Coney Island was celebrating its usual Mardi Gras in September several seasons ago. Crowds lined the sidewalks and thronged the roadway on Surf Avenue one afternoon. Suddenly a cry arose that attracted the attention of a mounted policeman seated on his horse by the curb. Almost immediately he saw a runaway horse approaching at full speed. Beyond him were many women and children who in a few seconds must almost surely be trampled under the hoofs of the runaway. To catch the animal as it passed seemed impossible, but in less time than it takes to tell the story the officer decided on the best thing to do. Quickly driving his horse to the middle of the street, he stood in the path of the oncoming animal, which dashed madly into him with terrific force. The policeman's horse was thrown to the pavement and he himself was hurled many feet away, landing on the mud guard of an automobile. The runaway was stopped, and the crowd, amazed at the cool bravery of the officer, expected to see him borne away dead.

A policeman's
bravery
in stopping
a runaway

The automobile upon which he fell took him,

badly hurt, to the hospital, where, after a long stay, he recovered. Such deeds as these show the people of New York with what kind of men they intrust the care of their lives and property.

Policemen perform so many brave acts that every year there is a long list of those who have faced death to save people from death or injury by drowning, by runaway horses, by fire, or in other ways. The city is justly proud of its police force as it is of its firemen and other public employees.

Citizens and Police Department. — The Fire and Police Departments cost the city many millions of dollars. This money, like that paid for the water supply, comes mostly from the taxes paid by the citizens who own land. Many property owners are also landlords, and so they receive a great deal of their tax money from rent payers. Boys and girls will readily see, then, that their parents, whether taxpayers or rent payers, help to pay for the Fire and Police Departments, as well as all other departments of the city government. People should not only help in supporting the Police Department in this way, but they should also see that arrests are unnecessary. This they can do by trying to obey all the laws made for our city's welfare. It is easy to know the more important laws, and it should be a pleasure to obey them. Not to steal, or throw stones, or build bonfires, or do many other things which we know are wrong, should be matters of good citizenship.

Taxes pay
for police
protection

Good citi-
zenship

We should not be good just because we are afraid of the policeman. It is his business to see that the laws which are meant for our own good and the good of every citizen, are obeyed. But we can make the work of the police easier and our city a more pleasant place to live in if we obey those laws without being forced to. Love of country is shown in no better way than by obedience to its laws.

WHAT TO KNOW

Citizens are expected to help the police when asked to do so. Many policemen are brave and risk their lives to save citizens from danger and death. This is shown by the many deeds of policemen who receive medals or honorable mention from the Police Department for bravery every year. For instance, at the risk of their own lives, they save persons from being run down by trains, from being drowned, or from being killed by runaway horses.

The money for the support of the Police Department comes from the taxpayers. As money paid for rent goes partly to pay taxes, all rent payers help to maintain the police. We can help the work of the police very much by not breaking the laws.

QUESTIONS FOR STUDY

1. Why must citizens help the police if called upon to do so?
2. Tell a story to show how brave policemen are.
3. Where does the money come from which supports the Police and other City Departments?
4. How can children help the police?
5. Why should we be careful to obey laws?

LESSON VI. REVIEW

Review, using the summaries and questions of lessons from I to V inclusive. Attention should be given to the more important facts only.

SUGGESTION

To promote interest, the teacher may through dramatizations lead the pupils to act out scenes incident to the work of the police and firemen; *e.g.*,

- a. The traffic policeman.
- b. The police beat.
- c. A court scene.
- d. Preparing to leave the fire house.
- e. Working apparatus at an imaginary fire.

LESSON VII

The Street Cleaning Department.—The advertisement of a certain powder used for cleaning purposes declares that it “chases dirt.” This can well be said of our Street Cleaning Department. In doing this it helps to preserve our lives as much as the Police and Fire Departments. For, with dirty streets, there would probably be widespread sickness and disease that would cause the death of many citizens.

Several thousand men in white uniforms are busy every day sweeping the streets, and others in brown uniforms are busy collecting and carrying away garbage, ashes, and refuse. Before 1881, when the street cleaning was done by contractors, the work was under the direction of the Police Department, but since that year it has been in the hands of a separate commissioner. The Commissioner is appointed by the mayor for a term of four years. His office is in the Municipal Building at Center and Chambers streets, Manhattan. The work of street cleaning

Number
of men

Street
cleaning
commis-
sioner

in Richmond Borough is done under the direction of the Borough president of that borough, and not by the Street Cleaning Department.

Vast task
of the de-
partment

When we remember that the city has over two thousand miles of streets, it is easy to see what a large task it is just to sweep them. But add to this the work of removing ashes and refuse from nearly three hundred thousand houses and it makes one wonder how it can all be done so quickly and so well.

Removal of Ashes, Rubbish, and Garbage. — Every morning while the sweeper is busy, carts of the Street Cleaning Department are collecting ashes and rubbish from the houses of the city. When part of the ashes has been collected the ash carts return for garbage which has been put out in cans by the householders. Later the remaining ashes are removed.

Other work
of the De-
partment

Besides removing ashes, garbage, and rubbish from our homes the Street Cleaning Department must take away the dirt swept up from the streets. It must also remove barrels, signs, or other things that block the streets or sidewalks, and in winter must see to the removal of snow, when the fall reaches two and a half inches in depth. In frosty weather many streets and crossings become slippery, and these the street cleaners have to sprinkle with sand, to make a sure footing for both people and horses. For all this work the city spends about ten million dollars a year.

To handle the work properly, the city is divided into street cleaning districts, and these districts into sections. Each district is under the direction of a district superintendent, and each section under a section foreman.

Districts
and
sections

The street sweeper begins his work about eight o'clock in the morning. He sets out for his route from the section station, with a can carrier, broom, scraper, and other tools. When he arrives at the streets he has to sweep, he first picks up papers

The street
sweeper
at work



A Street Sweeper

and other things that litter the pavements, and afterwards sweeps the streets with his broom. Then he puts the sweepings into a can which is later emptied into a street cleaning cart. Dirt collected in this way is taken to docks, where it is dumped into scows for final removal.

Street
sweeping
machines

Some parts of the city, where there is heavy traffic in the day time, are swept at night with horse-drawn or auto sweeping machines. These sweep the dirt into the gutter, from whence, later, it is collected in carts and removed. Sweeping machines cannot be used in frosty weather, as the streets cannot then be sprinkled with water to keep

down the dust. The city is now beginning to use new machines which sweep and pick up the dirt at the same time. These can be used all the year round, as they raise no dust. The best kind of street cleaning is now done by flushing streets with water.

Flushing
the streets



Flushing Machine

Flushing
machines

One method is to attach a hose to a fire hydrant and wash the dirt into the gutters. This way is very wasteful of water and is therefore expensive. It also prevents traffic while it is being done. The work is now done much better by flushing machines. These are a good deal like sprinkling carts, but the water is forced out of them by air pressure or by pumps and they really wash the dirt from the streets. One kind of flushing machine used on asphalt streets is called a squeegee. It sprinkles water on the

street and then scrapes the dirt from the street with a rubber squeegee that revolves at the rear of the wagon. The dirt is left in the gutter, from which it is removed later by the street sweepers. The flushing and squeegee machines have proved so useful that the city already owns many of them,



Street Cleaners removing Snow

and will no doubt some day use them almost altogether.

When it snows very heavily the street sweeper cannot sweep, but there is still useful work for him to do. He clears the crossings, thus making it easier and less dangerous for pedestrians to cross the street. He keeps the gutters open so that water

Removal
of snow

from melting snow will run away freely and not cause floods in streets and cellars. If the snow is deep, contractors do the work of removal for the city. They pile the snow and cart it away to be dumped into the rivers or into empty lots. They charge the city so much a load, and snow removal usually costs several hundred thousand dollars a year. Snow is also shoveled into sewer holes and carried away by the waste water in the sewer. Children can help the Street Cleaning Department in snowy weather by keeping the gutters open in front of their homes, so that the water from melting snow can run into the sewers. Moreover, children should not make sliding ponds on the street, for slippery pavements are very dangerous to passers-by, who may fall and injure themselves.

How citi-
zens can
help

WHAT TO KNOW

The Street Cleaning Department helps to keep the city clean and healthful. About three thousand men sweep two thousand miles of streets. Several thousand others take away in carts the garbage, ashes, and rubbish put out by householders.

The Street Cleaning Department must also remove the snow and sprinkle slippery pavements with sand.

The Department is under the direction of a commissioner appointed by the mayor. The office of the Department is in the municipal building.

Besides the sweeper and his broom, the Department uses sweeping machines. Some of these only sweep the dirt to one side, while others sweep and pick up the dirt. Flushing machines are also used. These clean the streets with water. Snow removal costs the city several hundred thousand dollars a year. Children can help in

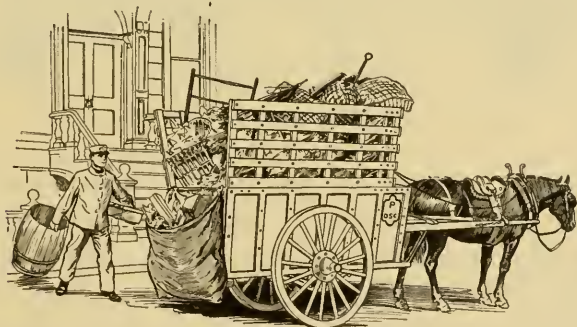
snowy weather by keeping the gutters open in front of their homes and by not making sliding ponds.

QUESTIONS FOR STUDY

1. How does the Street Cleaning Department help to keep the city healthful?
2. Tell as much as you can about the duties of the street sweepers.
3. How are ashes, garbage, and rubbish removed from our houses?
4. What other work does the Street Cleaning Department do?
5. What machines are now used in cleaning streets? How do they clean the streets?
6. How may children help the Street Cleaning Department in snowy weather?

LESSON VIII

What is done with Waste. — The work of the Street Cleaning Department ends when rubbish,

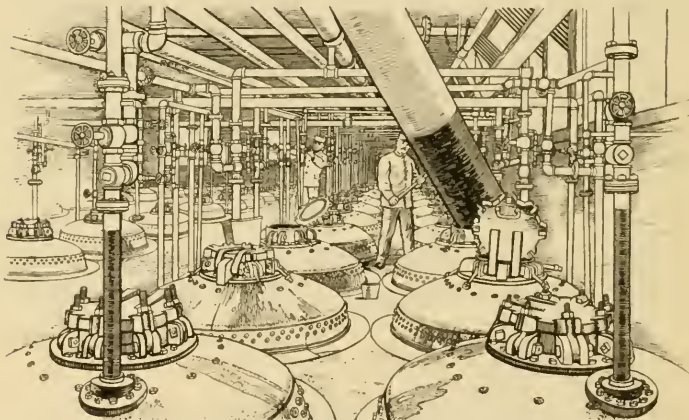


Removal of Garbage

dirt, ashes, and garbage reach the dumps along the Hudson, Harlem, and East rivers, and the land-

Dirt and
ashes

fills in outlying parts of the city. From the dumps of Manhattan and the Bronx, contractors remove the street sweepings and ashes to Riker's Island, in Long Island Sound opposite 135th Street, or to the Newark Meadows in New Jersey. In this way land has been built up in these places that will some day be covered with buildings, where otherwise there



Apparatus for Extracting Fats from Garbage

would be nothing but water or swamps. For the same purpose dirt, ashes, and refuse from Brooklyn are taken to landfills about Coney Island Creek and the Flushing marshland.

Disposal of
garbage

Most interesting of all, perhaps, is the disposal of garbage. This is taken from the waterfront dumps to Barren Island. There it is cooked by steam and then put into huge presses. From these,

water and grease from the garbage run into basins. The grease is then skimmed off, put into barrels, and sold to manufacturers of soap. The solid material that is left in the presses is dried, ground up, and sold in bags to fertilizer makers. In this way it goes to the farms of our country and helps to make them rich and productive. Formerly the city used to pay to have its garbage removed. Now, however, garbage has proved to be a valuable material in the manufacture of soap and fertilizer. So the city has made an arrangement whereby it will receive in the next five years almost five hundred thousand dollars for the garbage that we are glad to get rid of.

When the paper and rubbish are thrown into scows for removal the loading must be done so as to fill the boats evenly. This is called "trimming." The contractor who does the trimming has the privilege of keeping any articles of value found in the refuse. He takes out paper, pasteboard, rags, and other materials which can be used in various trades. For this privilege he pays the city several thousand dollars weekly. The remainder of the rubbish is mixed with the street sweepings and ashes and taken to the landfills, or is burned.

Thus you can see that by filling in swamp lands with ashes, rubbish, and street sweepings, and by selling garbage and refuse for large sums of money, the city makes good use of what are usually looked

"Trim-
ming "

An impor-
tant work

upon as waste materials. It is a good thing that the city can sell its garbage and rubbish, for the money thus raised lessens the amount which people must pay in taxation for running the city government.



Trimming

The rules that the Street Cleaning Department expect citizens to obey are few. We can, therefore, easily help in the enormous labor of keeping the city clean. With regard to the sweeping of sidewalks, the department requires that householders and storekeepers must not sweep dirt into the gutters after eight o'clock in the morning. This rule is not always obeyed. Consequently, people walking in

the streets often have their eyes and lungs filled with the dust raised by some one sweeping a sidewalk at the wrong hour. Another rule requires all citizens to throw papers and fruit skins into cans placed in public places for the purpose.

Rules
of the
Department

The rules that refer to the removal of ashes, garbage, and rubbish from our houses are also important. So that the work of the street cleaning department may not be made too difficult, people are required to put into garbage cans, kitchen, or table waste from vegetables, meats, fish, fat, fruit, or other eatables, and nothing else except perhaps faded flowers and the like. Nothing should be put into ash cans or boxes, except ashes, sawdust, floor sweepings, broken glass, broken crockery, oyster and clam shells, and tin cans. Rubbish bundles should contain only bottles, paper, pasteboard, etc., rags, mattresses, worn-out furniture, old clothes, old shoes, leather and leather scrap, carpets, tobacco stems, straw, and excelsior. All rubbish should be securely bundled up and tied. If we wish other things taken away, a department driver will gladly tell us how they can be removed.

How we can all Help. — Children and adults can be very helpful in keeping the city clean. First of all, they can keep from throwing papers, fruit skins, or other refuse out of windows, into air shafts, on the streets, or on the lawns in the public parks. The Street Cleaning Department has placed cans here

and there on the sidewalks, park walks, on bridge approaches, and in other public places. These are for the special purpose of receiving paper and rubbish which people may wish to throw away while they are traveling about the city. A great deal, too, can be done by people in their homes to help the Department.

Rubbish
should be
put in
boxes

They can put their rubbish in boxes before placing it out on the street for collection. They can separate paper, garbage, and ashes, putting each in a suitable bag or can, not over-filled, lest these materials might drop on the street before or during removal.

Cellars to
be kept
clean

People should also look after their cellars, for these often fill up with rubbish of one kind or another. It is important to prevent this, for it not only gathers dirt and disease germs, but is dangerous also as a possible cause of fire. Whatever rubbish cannot be burned in the furnace should promptly be put out for collection by the Street Cleaning Department. Many New York schools now have Juvenile Leagues founded by Mr. Reuben S. Simons, of the Street Cleaning Department. Boys and girls can help the work of keeping the city clean by joining the leagues and following carefully the rules laid down by Mr. Simons. More than two hundred thousand children already belong to public school Juvenile Leagues.

WHAT TO KNOW

Street sweepings and ashes of Manhattan and the Bronx boroughs are used to make land at Riker's Island and the Jersey Meadows.

With such materials also land is made about Coney Island and the Flushing marshland.

The city now sells its garbage. It is taken to Barren Island. There it is cooked by steam. From it grease is obtained for use in soap making. The solid material that is left is used in making fertilizer. This goes to the farms of our country and helps to make them productive. The city receives several thousand dollars weekly from contractors who "trim" scows loaded with paper and rubbish. The waste materials are taken to landfills or are burned.

The rules of the Street Cleaning Department require people to sweep their sidewalks before eight o'clock in the morning. They also require paper and fruit skins, thrown away in public places, to be put in cans provided for the purpose. People are likewise expected to put ashes and garbage in separate cans for collection, and paper or other refuse in suitable bundles. Refuse must not be allowed to collect in cellars.

Children and adults can obey these rules and do a great deal to help the work of the Department. Juvenile leagues are formed to help keep the city clean.

QUESTIONS FOR STUDY

1. What is done with street sweepings and ashes from Manhattan and the Bronx? From Brooklyn?
2. What is done with garbage?
3. From which of the waste materials does the city receive an income?
4. Give a rule of the department for the disposal of fruit skins. Of paper. Of household waste. Of sweepings.
5. How can children help the work of the Street Cleaning Department?
6. Tell about the Juvenile Leagues.

LESSON IX

Disease. — Compared with the large number of pupils in the schools, usually but few are at home sick. One reason for this is that our city is a very

Board of
Health in-
spection

healthful place to live in. Its climate, its splendid sewerage system, and its general cleanliness make it so. But there would be a great deal more sickness in the city if it were not for the ever-watchful care of the Board of Health. The daily work of its inspectors prevents much disease and also prevents



A Medical Inspector in School

such disease as there is from spreading. The inspectors take care that people do not live or work in buildings that, because of dirt, lack of air space, or for other reasons, are unhealthful for occupation.

The Board of Health is especially careful of the health of school children. Doctors and nurses sent by the Board of Health are on duty in the schools every day, examining pupils. Children who have ailments of eyes, ears, lungs, heart, or other organs are advised how to get treatment and become thoroughly sound.

School
examina-
tion of
children

The school nurse makes visits also to the homes of pupils who need medical attention. Through the heat of summer and the storms of winter she brings comfort and encouragement to parents by her kindly interest and advice. Children should do all they can to act on the advice given them by the school doctor and school nurse, whose unselfish work in the schools does much for the health and welfare of all pupils.

Inspection
of homes

Each school day, a list of names is sent to every school in the city by the Board of Health. The names on the list are those of persons who have diseases which may be spread by contagion. These cases are usually reported to the Board of Health by private physicians. Health officers examine the sick so reported and, if necessary, post notices on the doors of the houses or apartments where the sickness is, warning people not to enter. Such places are then said to be quarantined. Members of such households may not go to work or to school until the diseases have ceased and the homes have been fumigated to make them free from germs.

Contagion

Quarantine

The school doctor and nurse help to see that children from such families do not attend school.

They have children sent home immediately who show symptoms of contagious diseases that have not yet developed. Children who return to school from homes where there has been contagious disease should be very careful not to return to the classroom without permission from the school nurse as well as from the principal and the teacher.

Vaccination

One way in which pupils can help to prevent the spread of disease is by obeying the law of the state that requires all children to be vaccinated. Vaccination prevents smallpox, and by protecting those who are vaccinated, it helps to protect also their families and the people whom they meet.

**Destruction
of impure
food**

Inspection of Food. — The Board of Health of our city sees to it that our food is fresh and pure. Board of Health inspectors are always on the watch for impure food, which they seize and destroy. If need be they have the persons that sell bad food arrested and punished by the courts. Day in and day out they watch not only the wharves and railroad stations where our food is unloaded, but also the places where food is sold or prepared. Slaughter houses where cattle are killed, meat markets, push-carts, open air stands for the sale of fruit, candy, fresh vegetables, fish and other foods, bakeries, groceries, restaurants, railroad depots, and many other places where food is kept or sold, are all under the watchful eye of the Board of Health. In one year, the health inspectors have seized and destroyed

twenty-four million pounds or twelve thousand tons of bad food. By preventing the sale of any but clean and wholesome food, our Board of Health helps to keep our city free from sickness and disease.

Compulsory Education Law. — Most boys and girls like to go to school, and most parents want their children to go to school. But there are both children and parents in our city who do not or will not see the need of school attendance.

Compul-
sory edu-
cation law

The government is not willing to let children grow up without schooling, because, if they do, they are likely to become useless citizens, unable to support themselves properly, forced to work for little pay, and often perhaps to be out of work. Such people often blame others for their own failures in life. Some of them fall into crime and prove dangerous to the peace and safety of the community. So our state government has passed laws compelling children between the ages of seven and sixteen to go to school, and obliging parents or guardians to see that children go to school whether they want to or not.

Compul-
sory school
age

The compulsory school law is very strict and directs that children who play truant shall be arrested by attendance officers and either handed over to their parents or brought to school. If they continue to play truant, they are summoned to appear with their parents before an officer of the Attendance Bureau for a hearing. The director of the Attendance Bureau may then commit such children

Punish-
ment of
truants

to truant schools for two years. If the parents do not consent to this, the Director of Attendance sends the cases to the Children's Court, where the judges can commit the truants to truant schools for two years.

There they must live and receive schooling. They cannot get out on the street to play truant, and they often learn there to give up the bad habit that is spoiling their chances of success.

Punish-
ment of
parents

The law also provides punishment for parents or guardians who do not do their duty in sending healthy children to school. Such persons may be summoned before the Director of Attendance to explain, or they may be called to court and fined from five to fifty dollars, or even imprisoned for not more than thirty days.

WHAT TO KNOW

Compared with the large number of pupils in our schools, only a small fraction are home sick at one time. The city is a healthful place to live in largely because of the efforts of the Board of Health. Its inspectors take care that people do not live or work in dirty and ill-ventilated buildings. The Board of Health sends doctors and nurses to the schools. They examine children, and if necessary help them to become sound physically.

Nurses visit homes of pupils when needed, bringing encouragement and advice. Health officers inspect houses where there is contagious disease. They prevent members of affected families from attending work or school and thus protect others from contagion. After having a contagious disease at home, children should receive permission to return to their classrooms from the school nurse as well as from the principal. Children can help to guard themselves and others from smallpox by being vaccinated.

Health officers inspect food sold in the city to see that it is clean and wholesome.

The compulsory school law says pupils must go to school between the ages of seven and sixteen. Truants who break the law may be arrested and taken to school. Then if they do not go to school, they are put in truant schools for two years. Parents who will not send their children to school may be fined or even imprisoned.

QUESTIONS FOR STUDY

1. Why is there little sickness in the city compared with the number of people?
2. How does the Health Board give special attention to the welfare of school children?
3. What does the Health Board do in cases of contagious disease?
4. What is the use of being vaccinated?
5. How does the Board of Health see that pure food is sold to the people of the city?
6. Who compels children to go to school? Between what ages must they attend school?
7. What is done with children who play truant from school?
8. What may be done with parents who keep their children out of school unlawfully?

LESSON X

Child Labor Laws. — Pupils are permitted by law to leave school before they are sixteen by graduating from an elementary school, or by taking a working certificate. Such a certificate, however, cannot be obtained by any child under fourteen years of age. To get one a pupil must obtain from the principal his school record, showing the date of his birth, where he lives, and the name of his parent or guardian. It must show attendance at school of at least one hundred thirty days since the thirteenth birthday, or, if the pupil is over fourteen, one hundred

Working
certificate

School
record

thirty days during the year before the date of the application. The school record must show that the pupil can read and write simple sentences in English, and has been taught reading, writing, spelling, English grammar, geography, and arithmetic. A pupil in our city must be in a 7A grade at least, to get a working certificate.

To find out whether pupils have enough education to entitle them to the certificate, examinations are given by the district superintendents, several times a month, in one school of a district. Pupils who pass the examination can then obtain their school records from their principal. Pupils above 7A do not need to take an examination before receiving their school records. The school record must be taken to the office of the Board of Health and the parent or guardian must ask for the certificate. When the "working certificate" is given to a child, the number on the certificate is sent to the school that he last attended, and kept as part of his record. The working certificate must be given to the employer and kept on file in his office.

**Birth
certificate**

When applying for a working certificate it is very necessary to have a birth certificate. A pupil who has no birth certificate may ask the school principal to send for it to the Board of Health office. If the Health Department cannot supply the date of birth, the principal will be notified. The parent or guardian is then expected to call at the office of

DEPARTMENT OF EDUCATION

THE CITY OF NEW YORK.

TO THE BOARD OF HEALTH, THE CITY OF NEW YORK.

Borough of Brooklyn

Date March 3, 1915

I HEREBY CERTIFY THAT

Isador Feinberg
residing at 402 Howard Ave., in the
City of New York has attended—

P. S. 155 Borough of Brooklyn days Chas. E. O'Neill
144 Borough of Brooklyn days Giles T. Swan
Principal.
Principal.

An aggregate of 151 days during the twelve months next
preceding his fourteenth birthday, or during the twelve months next
preceding the date of this certificate; that said child is able to read
and write simple sentences in the English language and has received
instruction during such period in reading, spelling, writing, English
grammar and geography, and is familiar with the fundamental
operations of arithmetic up to and including fractions; and has
completed the work prescribed for the first six years of the above
named school, is in the 7A grade and furthermore that
said child, according to the records of above named school, was
born on December 17, 1899 and that its parent,
guardian, or custodian is Henry Feinberg

Giles T. Swan
Principal

Results of Academic Examination Conducted by District Superintendent.

Arithmetic 87 Writing from dictation 100

English 85 Oral reading 90
(Written composition).

(Signed) Giles T. Swan

Date Mar. 3, 1915 Principal, P. S. 144

PENAL LAW—ART. 120—SEC. 1275.

"Any person who knowingly makes a false statement in or in relation to
any application made for an employment certificate as to any matter required
by Articles 6 and 11 of the Labor Law to appear in any affidavit, record, trans-
cript, or certificate therein provided for, is guilty of a misdemeanor and upon
conviction shall be punished for a first offense by a fine of not less than twenty
nor more than fifty dollars; for a second offense by a fine of not less than fifty
nor more than two hundred and fifty dollars, or by imprisonment for not more
than thirty days, or by both such fine and imprisonment; for a third offense
by a fine of not less than two hundred and fifty dollars, or by imprisonment
for not more than sixty days, or by both such fine and imprisonment."

Note.—This is a certificate of school attendance only. A PERMIT TO WORK
MUST BE OBTAINED FROM THE BOARD OF HEALTH.

A school certificate must not be issued to any child under fourteen years of
age, or in any grade lower than 7 A (seventh year, first half).

the Department of Health to find out what other steps may be taken to establish the child's age. If a birth has not been recorded with the Board of Health, a certificate of graduation, a passport, or a baptismal certificate, showing the date of birth, will be accepted at the health office instead. If none of these records can be produced, then other evidence may be brought to the Board of Health which will decide whether it is sufficient. Such other evidence may be a family Bible containing a record of birth, insurance papers, vaccination certificate, Bar Mitzvah, hospital or court record, or other papers. Another way open to the foreign-born child to get a record of birth is to write, inclosing a stamp, to the Commissioner of Immigration at Ellis Island for the record of birth as it appears on the immigrant records of the United States government. The letter must tell the name of the ship the child came on, the date of its arrival, and the names of grown persons with whom he came to this country. If a child cannot get a statement of age in any of these ways, he may obtain it from the Attendance Bureau of the Department of Education. This Bureau has its office at 154 East 68th Street, Manhattan.

Ninety
day case

If a child cannot prove its age in any way, he may become what is known as a "ninety day case." That is to say, if after ninety days he is not found to be under fourteen, the age may be

decided by two doctors of the Board of Health. These doctors must both agree that the child is at least fourteen years old before the applicant may be given a working certificate. Statements of birth sworn to before notaries are not received by the Board of Health. If employers hire children under fourteen, or between fourteen and sixteen, without a working certificate, they may be taken to court and fined from twenty to fifty dollars.

Boys who leave school to go to work before graduating from school must attend evening elementary school till they are sixteen. They must attend at least six hours a week for sixteen weeks during each year, between January and the following December, or during the school year between September and the following June.

Compul-
sory even-
ing school
attendance

WHAT TO KNOW

Pupils may leave school before sixteen if they graduate, or after fourteen years of age if they take out working certificates.

To get working certificates pupils must show, at the office of the Board of Health, a school record which states the date of birth, where the pupil lives, and the name of parent or guardian; it must show attendance as required by law; the pupil must at least be in a 7A grade. Examinations are given by the district superintendent several times a month to find out if such pupils have enough education.

A birth certificate, a passport, or a baptismal certificate, showing the child's age, must be shown when applying for a working paper.

The employer must keep in his office the certificate of a child whom he employs. Employers who hire children under sixteen without a working paper may be fined.

Boys who go to work before graduating must attend evening school until sixteen years old.

QUESTIONS FOR STUDY

1. How may a child leave school before becoming sixteen years old?
2. What are the steps to be followed in getting a working certificate?
3. How can a child who cannot get a birth certificate prove date of birth? What is a ninety day case?
4. Where is the working certificate kept? What record of the working certificate must the pupil leave with the school?
5. How may employers be punished for hiring children without working papers?
6. What pupils are obliged to go to evening school? How long?

LESSON XI

Law about
newsboys

Child Labor Laws (*continued*). — Some boys and girls wish to go to school and also to earn a little money by selling newspapers or tending a newsstand. Boys can do this if they are twelve years old or more, and girls if they are sixteen. To sell newspapers a boy must first obtain the consent of parent or guardian. Then he must get from his principal a statement that he is well and strong enough to do this work, that he is attending school, and that the principal is willing to have him receive the permit and badge. For these he must then apply to the district supervisor of attendance.

Newsboy
permit

The permit must give the date and place of birth of the applicant, the name and address of the parent or guardian or next friend, must tell the color of his eyes, his height, weight, and any peculiar mark or feature of the face that is easily noticed.

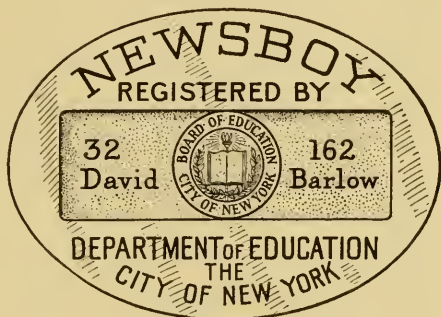
The badge contains the permit number and the boy's name. It must be worn while he is working, so that it can be seen easily by a policeman or attendance officer. A boy cannot sell papers before six o'clock in the morning or after eight o'clock at night. The permit runs out on January 1 of each year, and the owner must be careful to get a new one promptly, for each year a new color is used for the badge.

If at any time a principal finds that a newsboy is not attending

school or that there is other good reason for such action, the permit and badge can be taken away. If a boy should refuse to give up his permit and badge, he can be taken to court and the judge can send him to a reformatory institution.

We have seen how careful the state is to provide that every boy and girl shall attend school. It is just as careful about the boys and girls who leave school to go to work. The law particularly mentions factories, and provides that no child under fourteen years of age can go to work in a factory. This is one of the laws that protect boys and girls

Badge



Newsboy's Badge

Factory
law

when they are too young to look out for themselves, so that their health and education shall not suffer.

Hours of
work

The law says, too, that no person between fourteen and sixteen years of age shall work more than eight hours a day in a factory, or more than nine hours a day in any other business, and never more than six days in a week. In New York City, boys and girls may not begin work earlier than seven o'clock in the morning or keep at it later than seven o'clock in the evening. This law gives them a chance to go to evening school, which opens at eight o'clock for boys, and seven forty-five for girls, and continues for two hours. The law also obliges employers to give the boys and girls that they hire at least forty-five minutes for lunch.

Duty of
obedience
to the laws

Good Citizenship. — It is all very well for us to have laws to protect us, but the laws are worthless if we do not do our part toward carrying them out. Education aims to make us good citizens, but we are not good citizens if we break the law. If a boy claims to be fourteen when he is not, or tries to get work when he has no working certificate, he is not a good citizen. Children should remember that the laws about child labor and compulsory education were made for their benefit, in order that they may have some time to themselves in which they can improve their minds by study and their bodies by exercise. They should help the state by obeying these laws.

If a pupil who wants a working certificate is in a class where he must take an examination, he should prepare himself well and try to pass it. If he does not succeed in the working certificate examination, or if his evidence of age is not satisfactory to the Board of Health, he should not stay at home and be a truant. He should go back to school until the whole matter can be settled in the regular way and the employment certificate can be obtained. He should then file the certificate in his employer's office, and remember to go to evening school.

Unsuccessful applicants

Evening school offers its pupils a great opportunity, of which they should make the most. They may be very tired when they come home from work and may not feel like going to school, but they should make up their minds that a little thing like being tired shall not rob them of their chance to succeed in life.

Evening school

WHAT TO KNOW

Boys can sell newspapers and tend newspaper stands when twelve years old, and girls when sixteen. A boy needs a permit and badge, which he receives from the local supervisor of attendance, if parent or guardian, and principal, are willing. He must wear the badge so that it can easily be seen.

The factory laws keep children under fourteen from working in factories. State law makes a nine hour working day for children from fourteen to sixteen. This gives them a chance to go to evening school.

Children should be careful to obey the law that protects them. They should help the state to carry out the child labor and compulsory education laws. Evening schools offer a great opportunity for study to boys and girls who do not graduate from day school.

QUESTIONS FOR STUDY

1. How can a boy get permission to sell newspapers? A girl?
2. How must the newsboy's badge be worn? Why does he have to get a new badge at the beginning of every year?
3. What does the law say about the hours of labor for children?
4. What should a child do if there is delay in getting his working certificate?
5. What two things must a boy remember to do after he gets a working certificate and leaves school?

LESSON XII

Needs of
parks

The Parks and Playgrounds. — When summer heat oppresses the city, many people cannot afford to go to the country. Still they may like to enjoy cooling breezes or to be able to be where they can get a little more air than on the hot street or in the house. It may take a long ride from many of their homes to find a cool spot either in the suburbs or at the water front, and often after a day's toil they are too tired to travel the long distance. So it is easy to understand how wise and thoughtful it was for the city government to lay out, long ago, parks, which are now in the heart of the business and tenement districts.

The first
park

Down near the lower end of Manhattan Island is a tiny park called Bowling Green. This was the first park laid out in the city of New York and is therefore the oldest. It was made into a park more than a hundred twenty-five years ago. Years be-

fore that citizens had used it for the game of bowling. For this reason it received its present name.

But in those early days Manhattan Island was more like a country place than the city it is to-day. One did not have to walk far to be amid green fields and woods. Outside the city, which then reached only to Grand Street on the east side and not so far up on the west wide, the little villages of Greenwich, Bloomingdale, Harlem, and Yorkville, with others, dotted the island, and between these there was open country. The tall brick and stone houses of to-day were yet unknown and dwellings were not crowded together. There was at that time no need of parks for breathing spaces.

So the second park was not laid out till a quarter of a century later. This was about a hundred years ago, when our city hall was built. The land around it was improved as a park, and called City Hall Park.

The second
park

From these small beginnings came the large system of parks which in the greater city consists of more than one hundred fifty parks. A number of the parks in lower Manhattan, such as Washington Square, Madison Square, Union Square, and Bryant Square, were once cemeteries where paupers were buried. The bodies were removed when the parks were laid out. Some of the city's parks are yet unnamed and undeveloped; and some of them are only small plots situated where two avenues meet, like Greely Square, Manhattan, located where Broad-

Many other
parks laid
out

way and Sixth Avenue cross at 33d Street; or, like City Hall Park, Brooklyn, where Court and Fulton streets meet below the borough hall.

Park land
and its
value

All together the parks of the city cover more than seven thousand acres — half as much land as there is in the whole Island of Manhattan, valued at



Recreation Pier

almost five hundred million dollars. Besides the parks there are in the city over fifty miles of parkways, valued at eleven and a half million dollars. Among the most beautiful of these are the Eastern and Ocean Parkways of Brooklyn; Riverside Drive, Manhattan; the Mosholu Parkway, and the Bronx and Pelham Parkway in the Bronx.

All these parks and parkways are in charge of the Department of Parks, which also has the care of the public playgrounds in many parks, together with their gymnasiums and baths, and of the children's farm school in De Witt Clinton Park, Manhattan.

The Department of Parks also looks after the small parks over the tunnel on Park Avenue and over the subway on Broadway, Manhattan, and cares for the trees along the city streets.

For the comfort and pleasure that the citizens get from these parks, parkways, playgrounds, recreation piers and baths, the city pays over three million dollars every year.

The management of the Department of Parks is in the hands of four Park Commissioners, appointed by the mayor and known as the Park Board. They hold office usually for the same term as the mayor, that is, four years. The Commissioner of Parks of Manhattan and Richmond is president of the Board. His office is located in the Municipal building at Chambers Street and Park Row. There are branch offices for the other commissioners in Prospect Park, Brooklyn, and Claremont Park in the Bronx.

How
managed

With the growth of the city's system of parks, the number of men employed by the department now amounts to more than seventeen hundred. The care of the lawns and trees and the laying out of flower beds need the oversight of a number of skill-

How the
parks are
cared for

ful gardeners. Then many men are engaged in pruning or trimming the trees and in keeping trees, shrubs, and flowering plants free from insects that would destroy them.

In the menageries, men are required to attend to the care of the animals, and in the museums to guard the valuable collections open to public view. Park paths and roadways must be swept and repaired and a large force of laborers is kept constantly busy attending to them. The care of the parks also makes necessary the use of many horses and carts and the employment of drivers and stablemen to look after them. Thousands of benches stand in the park paths for the comfort of the public. These and the many park buildings need constant repair. For this reason, carpenters, painters, plumbers, and other workmen are employed by the Department of Parks.

Besides all these employees and many others connected with the park playgrounds, gymnasiums, and baths, there are a great many people employed in the department offices to do the bookkeeping and other clerical work.

What the
Park Board
does

The Park Board makes all necessary rules for the management of the parks, and, with the aid of the police, sees that they are used properly by the public, and that the trees, shrubs, and grass are not destroyed. The Park Board also handles the money set aside for the parks by the city.

WHAT TO KNOW

Parks are of great use to the dwellers in crowded neighborhoods, as a cool resting spot and playground. Bowling Green was the first park, and City Hall Park the second to be laid out over a hundred years ago. New York City has now more than a hundred fifty parks. Some of the small parks in Manhattan were once burying grounds.

The city parks cover more than seven thousand acres. Besides the parks there are over fifty miles of parkways in the city. Parks and parkways are in the care of the Park Department, which also looks after the trees in the city streets, the public playgrounds in many parks, and the children's farm school in De Witt Clinton Park, Manhattan.

The Park Department costs the city three and a half million dollars yearly.

The Park Department is managed by four commissioners, appointed by the mayor and known as the Park Board. The Park Commissioner of Manhattan and Richmond is president of the Board. The main office of the department is in the Municipal Building, Manhattan.

The Park Board regulates the use of the parks by rules which persons going to the parks must obey. It employs over seventeen hundred people to work in its offices and in the parks.

QUESTIONS FOR STUDY

1. Which were the first two parks laid out?
2. How many parks has the city now?
3. How much land is covered by the parks? By the parkways?
4. How much does the Park Department cost the city?
5. How is the Park Department managed?
6. Where is the main office of the department?
7. How many employees has the park department? What is their work?

LESSON XIII

Large Parks. — The small parks are pleasant to visit, especially in summer, when they are a welcome refuge from the heated streets, but the large parks are a great deal more like real country and are very attractive to any one seeking a day's outing. These large parks are Central Park, Manhattan; Prospect Park in Brooklyn; Forest Park in Queens; and Van Cortlandt, Pelham Bay, and Bronx parks in the Bronx.

Central Park, Manhattan. — Central Park was the first of these large parks to be laid out. In 1853, the city received permission from the state government at Albany to buy the land lying between what are now 59th and 106th streets (later extended to 110th Street) from 5th to 8th avenues. In 1857, a law was passed providing for the laying out of the park and naming it Central Park. The plans that made this park the beautiful spot it is to-day were drawn up by two young landscape architects, Frederick Law Olmsted and Calvert Vaux. Under their direction, over eight hundred acres of rough land were turned into one of the finest parks in the country. Swamps disappeared, and miles of drives, bridle paths, and walks took their places. Six lakes were formed and hundreds of thousands of trees set out. Here it is that grown people and children love to come to see the menagerie with its

A fine park
from rough
land

strange animals and birds. Here, too, are the merry-go-round, the swings, the park carriages, the boats, and the public lawns for games, picnics, May parties, and June walks. One of Central Park's finest attractions is the Mall, a delightful avenue of arching shade trees, ending in broad stairways that lead to a beautiful fountain. Crowds

The Mall



May Day Party in Central Park

of people come to the Mall on summer afternoons to listen to the free band concerts.

The Egyptian obelisk, a four-sided stone shaft carved with ancient Egyptian records, stands in Central Park. Two splendid museums are situated in the park grounds, the Metropolitan Museum of Art, near 82d Street and 5th Avenue, and the

Egyptian
obelisk,
and mu-
seums

Museum of Natural History, west of the park between 79th and 81st streets. The Art Museum, as its name indicates, contains chiefly paintings and statuary both ancient and modern. It has collections of other works of art such as pottery, glassware, laces, jewelry, costumes, and so forth. The Natural History Museum contains exhibits of animals and birds stuffed and in glass cases; also of minerals, and of many articles connected with the daily life of different races of men such as weapons and canoes of the American Indians and Eskimos. Both of these museums have halls where lectures may be given to large audiences.

Prospect Park, Brooklyn. — Prospect Park, Brooklyn, although somewhat smaller than Central Park, covering a little over five hundred acres, is one of the finest parks in the country. It was laid out in 1858. It has all the attractions of Central Park in the way of trees, shrubs, flowers, lawns, and playgrounds. Its menagerie, though interesting, is not large. Its flower garden is one of the most beautiful to be found in any park. The Central Museum, containing both art and natural history collections, is situated on Eastern Parkway near Prospect Park. The main entrance to Prospect Park at Flatbush and Ninth avenues is ornamented with an arch erected to the memory of the Union soldiers and sailors of the Civil War. It is said to be the finest monument in the city.

Bronx Park. — The Bronx has the greatest system of parks in the city. It contains the Bronx, Pelham Bay, Van Cortlandt, and other smaller parks. The selection of these parks dates back only to 1884, and so they are not yet completed. The plans for their improvement include a beautiful parkway connecting all the parks. Pelham Bay and Van Cortlandt parks each cover more than a thousand acres of land and have more natural beauty than any other parks in the city. They have fields for many out-of-door sports, such as baseball, cricket, lacrosse, football, golf, and lawn tennis. Boating and cross country runs and picnics also make these parks attractive.

Pelham
Bay and
Van Cort-
landt parks

At Pelham Bay Park there are shower baths, and shore bathing is permitted, hundreds of dressing rooms being furnished for the convenience of bathers.

Bronx Park is especially attractive because of the Botanical Gardens and museums at its upper end and the Zoölogical Gardens at its lower end. In the Botanical Gardens there is a great variety of flowers, shrubs, and plants, many of them wonderful alike for their beauty and for their rarity. In the zoölogical part there is one of the most complete collections of animals in the world. It is owned by the New York Zoölogical Society. The reptile house contains an unusual collection of snakes, alligators, and other reptiles. The elephant house is the finest ever built for the purpose in any country. Between

Bronx Park

the botanical and zoölogical parts of the park is the section used by the public for walking, driving, picnics, and games.



Zoo, Bronx Park

Forest Park, Queens. — Forest Park, in the Borough of Queens, is a little larger than Prospect Park. It lies upon a ridge of hills, and, besides furnishing beautiful walks and drives, has an athletic field and grounds for golf, baseball, and other outdoor sports.

Richmond is not closely built up and is not in great need of parks, still it has four parks each of which, though not very large, will no doubt be highly valued some day.

WHAT TO KNOW

Besides the great number of small parks there are six very large ones: Central Park, the first large park to be laid out; Prospect Park, the second large park to be laid out; Forest Park, Queens; Bronx, Van Cortlandt, and Pelham Bay parks in the Bronx.

There are many attractions in Central Park; among them are the lakes, the driveways, the public lawns, the menagerie, the Mall, the obelisk, and Natural History and Art Museums.

Prospect Park, Brooklyn, has many of the attractions of Central Park. It has a beautiful flower garden. The Central Museum on Eastern Parkway near the entrance to the park has art and natural history collections.

The Bronx has the greatest system of parks in the city. Pelham Bay and Van Cortlandt parks have each over a thousand acres of land and more natural beauty than any other park. Bronx Park contains splendid botanical and zoölogical collections.

Forest Park, Queens, is a little larger than Prospect Park.

QUESTIONS FOR STUDY

1. Name the six largest parks in New York City and tell what boroughs they are in.
2. Describe the attractions of Central Park. Tell its size and extent.
3. Tell of the size of Prospect Park and its attractions.
4. When was the Bronx system of parks begun? Name the large Bronx parks. Name a large park in Queens.
5. What sports may be enjoyed in these parks?

LESSON XIV

Duty of Enjoying Park Pleasures and Sports. — Boys and girls who can do so should take advantage of the healthful sports for which conveniences are furnished in many of the parks, free of charge. Athletic fields are provided in a number of parks in

Athletic fields Manhattan, Brooklyn, the Bronx, and Queens. In some cases gymnasiums and shower baths are located at the fields with necessary dressing rooms and lockers. **Beach bathing** Beach bathing is permitted in Brooklyn at Seaside Park, Dyker Beach Park, Bensonhurst Park, and in the Bronx at Pelham Bay Park. Camping is allowed in Pelham Bay Park, and at Seaside Park.

Park games In the larger parks football, baseball, golf, tennis, cricket, croquet, and ice skating are permitted and cross-country runs are forbidden only in the parks of Manhattan. Also the game of lacrosse may be played in Van Cortlandt and Pelham Bay parks.

Park gardening At De Witt Clinton Park, Manhattan, there is a farm school where children may cultivate little patches of ground under the tuition of directors who help them to do their gardening successfully.

To care for the parks **Duty of Protecting and Appreciating the Park Property.** — The parks have suffered much in the past from people who have picked flowers, broken shrubs and plants, trampled on the lawns, or strewn them with fruit skins, boxes, and waste paper. This is not a fair way to treat public property. Of course, it would be impossible to keep police enough in the parks to protect them properly. The burden falls on every one of us to protect the parks by being careful not to destroy park benches and railings or to misuse the apparatus at the playgrounds. We can avoid littering lawns and paths

with refuse that belongs in cans which the city has provided and placed at many convenient places in the parks.

When we visit the menagerie we can be careful not to annoy the animals, and in other parts of the parks we can treat kindly the beautiful birds and the tame chipmunks and squirrels that make the parks their homes. If we see others abusing the property that really belongs to each one of us, we can report the matter to a park policeman. The parks are indeed useful and beautiful. Let us play the part of good citizens and keep them so.

Not to
annoy
animals

School Athletics. — Nowadays a good many pupils find school a place of enjoyment quite as much as a place for study. Many schools are now provided with gymnasiums where boys and girls are taught how to use apparatus so as to develop their muscles intelligently. Of late years, too, the school yards have come to be more used for athletic games than they used to be. During school hours the school yard is often used for periods of organized games. Many schools, also, are centers for afternoon athletics. Pupils in crowded neighborhoods may go to such centers and practice running, jumping, basket ball, folk dancing, and other sports under the direction of teachers. In this way, boys and girls spend their afternoons developing their bodies and improving their health in a much more regular and systematic way than if they played around the

Gymna-
sium

streets where there is no one to direct their games, and where there is danger of injury by automobiles and other vehicles.

Public Baths.— For the many boys and girls, as



Free Baths

well as adults, who like to swim, and who enjoy an invigorating shower bath, the city has placed public baths in different parts of the city. It is easy to see what a splendid thing it is for the city thus to put the means of keeping clean within the reach of every citizen. For the skin breathes out impurities which a good shower bath helps to re-

move. But besides this the swimming tanks at the baths offer people a chance to learn how to swim. Many persons who lose their lives by drowning each year could most likely have saved themselves if they

had known how to swim. For this reason everybody should swim, and the public bath is one of the best places to learn how. The city has twelve indoor public baths in Manhattan and seven in Brooklyn. The one located at Fourth Avenue and President Street, Brooklyn, has the largest municipal swimming pool. There is a public bath for sea bathing at West Fifth Street, Coney Island.

WHAT TO KNOW

All these parks have fields for outdoor sports. There the public can play football, baseball, golf, tennis, cricket, croquet, etc.

At De Witt Clinton Park, Manhattan, children may cultivate their own plots of ground under directors.

People may take advantage of beach bathing in several of the parks.

The public parks have suffered much from people who have picked flowers, trampled the lawns and shrubs, and in other ways destroyed them.

Children can do much to protect the plants and animals of the parks from harm, to keep the lawns and paths clear of refuse, and to see that they do not misuse benches, railings, apparatus, and other park property.

Schools are now built with gymnasiums in which pupils may develop their bodies by athletic exercises. School yards are also used for this purpose, especially where there are after-school athletic centers.

Public baths furnish invigorating baths and are places where people may learn to swim.

QUESTIONS FOR STUDY

1. What advantage can be found in the parks that have athletic fields?
2. What can children do at De Witt Clinton Park, Manhattan?

3. In what way do careless persons destroy the parks? How can we help to keep them beautiful?
4. What opportunities are now offered public school pupils for athletic exercise?
5. What are the advantages of the public bath?

LESSON XV. REVIEW

Review Lessons VII to XIV, using the summaries and questions at the end of each lesson. Give attention to the more important facts only.

In a composition lesson write from outline about one of the following topics :—

- (1) Work of the Street Cleaning Department.
- (2) How Waste Materials Are Used.
- (3) The School Doctor and School Nurse.
- (4) A Trip to a Large Park.
- (5) Athletics in Our School.

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